



# Coimisiún na Scrúduithe Stáit State Examinations Commission

*Leaving Certificate Applied 2010*

Total Mark

## Vocational Specialism – Childcare/Community Care (240 marks)

Credit

**Monday, 14 June**  
**Afternoon, 2.00 to 3.30**

### *Directions to Candidates*

1. Write your EXAMINATION NUMBER in this space:
2. WRITE ALL ANSWERS INTO THIS ANSWER BOOK
3. 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.
4. Each question carries 60 marks.

<i>For the Superintendent only</i>	<i>For the Examiner only</i>		
<div style="border: 1px solid black; padding: 10px; width: fit-content; margin: auto;"> <p><b>Centre Stamp</b></p> </div>	1.	Total of end of page totals	
	2.	Aggregate total of all disallowed questions	
	3.	Total mark awarded (1 minus 2)	
	4.	Bonus mark for answering through Irish (if applicable)	
	5.	Total mark if Irish Bonus awarded. (3 plus 4)	
<p>Note: The mark in row 3 must correspond with the mark in the <b>Total Mark</b> box on the flap grid of the answer book.</p>			

# 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) The bathroom can be an unsafe place for a child in the home.  
Describe **one** possible safety hazard for a child in relation to **each** of the following.  
Explain how **each** hazard could be protected against / prevented.

Toilet (8 marks)

Possible safety hazard \_\_\_\_\_

\_\_\_\_\_

How the hazard could be protected against / prevented \_\_\_\_\_

\_\_\_\_\_

Bath (8 marks)

Possible safety hazard \_\_\_\_\_

\_\_\_\_\_

How the hazard could be protected against / prevented \_\_\_\_\_

\_\_\_\_\_

Bathroom Cupboard (8 marks)

Possible safety hazard \_\_\_\_\_

\_\_\_\_\_

How the hazard could be protected against / prevented \_\_\_\_\_

\_\_\_\_\_

Bathroom Window

(8 marks)

Possible safety hazard \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

How the hazard could be protected against / prevented \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(b) Explain the term '*child-proof*'. (4 marks)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name and describe **one** example of a child-proof item. (12 marks)

Name \_\_\_\_\_  
\_\_\_\_\_

Description \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(c) Describe the procedure that you would follow when calling an ambulance in the event of an emergency. (12 marks)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**2.** (a) List **four** signs that might indicate that a baby is *teething*. (12 marks)

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

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

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

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

(b) State **two** functions of baby teeth. (8 marks)

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

\_\_\_\_\_

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

\_\_\_\_\_

(c) Identify **two** factors that a parent / carer should consider when choosing a first toothbrush for a baby. (8 marks)

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

\_\_\_\_\_

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

\_\_\_\_\_

(d) Describe a daily routine for looking after a baby's teeth. (12 marks)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(e) When should a child be brought to the dentist for their first check-up? (4 marks)

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(f) Suggest **two** practical ways that a parent / carer could prepare a child for a visit to the dentist. (8 marks)

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

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

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(g) Explain how the use of a baby bottle can sometimes lead to tooth decay. (8 marks)

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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) Shown below are three photographs of children cooking.  
Identify six different skills (two for each photograph) that are being used by the children.

(18 marks)



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

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



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

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



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

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

- (b) List three items of equipment, that are not shown in the photographs above, that could help to support the development of a child's *hand-eye coordination* during a cooking activity. (9 marks)

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

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

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

- (c) Give **two** examples of how cooking activities can help a child to acquire knowledge / develop skills in relation to both *Maths* and *Science*.

Maths (6 marks)

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

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

Science (6 marks)

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

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

- (d) You are planning a cooking activity for two six-year-old children. Suggest **two** different examples of suitable activities. (6 marks)

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

\_\_\_\_\_

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

\_\_\_\_\_

Give **two** reasons for your choice of cooking activities. (6 marks)

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

\_\_\_\_\_

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

\_\_\_\_\_

- (e) Discuss why is it important that both boys and girls are involved in cooking activities. (9 marks)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. (a) Identify a range of play equipment **and** games / activities that are suitable for children's *outdoor play*. Give **two** examples of **each**.

Outdoor play equipment (6 marks)

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

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

Outdoor games / activities (6 marks)

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

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

- (b) Give **three** reasons why outdoor play is important for children in relation to **each** of the following:

Health and well being (9 marks)

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

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

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

Development (9 marks)

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

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

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

- (c) What is the difference between play that involves *gross motor skills* and play that involves *fine motor skills*? (6 marks)

Play that involves gross motor skills

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Play that involves fine motor skills

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(d) Shown below is a child playing.

(12 marks)



What type of play is this child engaged (involved) in?

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What are the attractions of this type of activity for children?

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(e) Discuss some of the reasons why many children today play outdoors less than children from previous generations. (12 marks)

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## 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 it is common practice for teenagers to babysit. (8 marks)

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

\_\_\_\_\_

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

\_\_\_\_\_

- (b) Describe **two** methods that a family might use to find a babysitter.  
State **one** *advantage* and **one** *disadvantage* of each method. (20 marks)

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

\_\_\_\_\_

Advantage \_\_\_\_\_

\_\_\_\_\_

Disadvantage \_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

Advantage \_\_\_\_\_

\_\_\_\_\_

Disadvantage \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- (c) Outline **two** personal safety measures that a babysitter should take *before* deciding to babysit for strangers for the first time. (8 marks)

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

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

- (d) Identify **one** challenge (difficulty) that a babysitter might experience with the children he / she is looking after during a babysitting session **and** describe how the challenge might be dealt with. (12 marks)

Description of challenge \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

How the babysitter might deal with the challenge \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

- (e) Discuss **two** ways that babysitting could give a young person an insight into parenting. (12 marks)

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

\_\_\_\_\_  
\_\_\_\_\_

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

\_\_\_\_\_  
\_\_\_\_\_

6. (a) Identify **four** ways that a couple, who is expecting their first baby, can prepare themselves for *labour and birth*. (12 marks)

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

(b) List **four** signs / symptoms that may indicate that labour has started. (12 marks)

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

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

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

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

(c) Labour is divided into three stages. Indicate on **each** diagram below the stage of birth that is illustrated by placing 1, 2 or 3 in the appropriate space. (9 marks)



Stage \_\_\_\_\_



Stage \_\_\_\_\_



Stage \_\_\_\_\_

- (d) Below are a number of statements about the different stages of labour. Indicate with a tick (✓) whether **each** statement is *true* or *false*. (15 marks)

		TRUE	FALSE
1.	The first stage of labour often begins with contractions of the uterus.		
2.	At first the contractions are frequent and intense. As labour continues the contractions get milder.		
3.	The cervix becomes gradually dilated, until it reaches 2 cms, when it is fully dilated.		
4.	Contractions continue after the baby is born.		
5.	The placenta separates from the uterine wall and comes out of the vagina, usually within one hour of the birth.		

- (e) Discuss **three** adjustments that new parents may need to make after the birth of their baby. (12 marks)

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

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

## Section 4 - People with Special Needs

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

7. (a) Identify **four** feelings that a parent might experience on learning that his / her child has special needs. (12 marks)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Suggest **four** sources of help or support for parents at this time. (12 marks)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

- (b) Outline **four** issues that a family may have to consider if they have a child with special needs. (12 marks)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

- (c) Why is it more appropriate to say '*a person with special needs*' rather than '*a special needs person*'? (8 marks)

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(d) Discuss **two** reasons why it is important that children with special needs are integrated into community activities. (8 marks)

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(e) What factors sometimes prevent integration of children with special needs into some community activities? (8 marks)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

8. (a) What is an *intellectual disability*? (4 marks)

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(b) Give **one** example of an intellectual disability. (4 marks)

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(c) List **four** possible causes of an intellectual disability. (12 marks)

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

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

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

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

(d) Identify **four** positive effects that involvement in sport can have on the life of a person who has an intellectual disability. (12 marks)

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

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

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

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

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(e) Outline the work of *Special Olympics Ireland*. (12 marks)

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- (f) What might an individual learn about *themselves* and *others* by working as a volunteer with *Special Olympics Ireland*?

Learn about themselves

(8 marks)

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Learn about others

(8 marks)

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## Section 5 - Older People

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

9. (a) Identify **four** changes to the body that are commonly associated with the ageing process. (12 marks)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

- (b) Give **two** examples of ways that older people are portrayed in a positive way by the media. (8 marks)

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

- (c) State **four** reasons why it is important to stay both mentally **and** physically active as a person gets older.

Reasons to stay mentally active (6 marks)

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

Reasons to stay physically active (6 marks)

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

(d) Name **one** organisation that encourages older people to be active. (4 marks)

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(e) Identify practical activities that older people can engage in to improve their mental **and** physical fitness. Give **two** examples of each.

Mental fitness activities (6 marks)

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

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

Physical fitness activities (6 marks)

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

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

(f) Outline **four** factors that might discourage or restrict an older person from engaging in mental or physical fitness activities. (12 marks)

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

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

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

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

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10. (a) What is the usual retirement age? (4 marks)

\_\_\_\_\_

(b) Identify **four** factors that might contribute to a person deciding to retire early. (12 marks)

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

(c) What is a *pre-retirement* course? (4 marks)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(d) List **four** different topics / themes that might be included in a pre-retirement course. (12 marks)

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

- (e) Name **two** sources that an older person can go to for information about entitlements such as allowances, pensions etc. (8 marks)

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

- (f) Outline **three** reasons why some people find it difficult to adjust to retirement. (12 marks)

1. \_\_\_\_\_  
\_\_\_\_\_  
2. \_\_\_\_\_  
\_\_\_\_\_  
3. \_\_\_\_\_  
\_\_\_\_\_

- (g) Identify **two** practical things that a person could do to help them adapt to retirement. (8 marks)

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

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*For the examiner only*

<b>Question</b>	<b>Mark</b>
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
<b>Total</b>	