



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

**Leaving Certificate Applied 2014**

**Marking Scheme**

**Childcare / Community Care**

**Common Level**

## **Note to teachers and students on the use of published marking schemes**

Marking schemes published by the State Examinations Commission are not intended to be standalone documents. They are an essential resource for examiners who receive training in the correct interpretation and application of the scheme. This training involves, among other things, marking samples of student work and discussing the marks awarded, so as to clarify the correct application of the scheme. The work of examiners is subsequently monitored by Advising Examiners to ensure consistent and accurate application of the marking scheme. This process is overseen by the Chief Examiner, usually assisted by a Chief Advising Examiner. The Chief Examiner is the final authority regarding whether or not the marking scheme has been correctly applied to any piece of candidate work.

Marking schemes are working documents. While a draft marking scheme is prepared in advance of the examination, the scheme is not finalised until examiners have applied it to candidates' work and the feedback from all examiners has been collated and considered in light of the full range of responses of candidates, the overall level of difficulty of the examination and the need to maintain consistency in standards from year to year. This published document contains the finalised scheme, as it was applied to all candidates' work.

In the case of marking schemes that include model solutions or answers, it should be noted that these are not intended to be exhaustive. Variations and alternatives may also be acceptable. Examiners must consider all answers on their merits, and will have consulted with their Advising Examiners when in doubt.

## **Future Marking Schemes**

Assumptions about future marking schemes on the basis of past schemes should be avoided. While the underlying assessment principles remain the same, the details of the marking of a particular type of question may change in the context of the contribution of that question to the overall examination in a given year. The Chief Examiner in any given year has the responsibility to determine how best to ensure the fair and accurate assessment of candidates' work and to ensure consistency in the standard of the assessment from year to year. Accordingly, aspects of the structure, detail and application of the marking scheme for a particular examination are subject to change from one year to the next without notice.



# Coimisiún na Scrúduithe Stáit State Examinations Commission

*Leaving Certificate Applied 2014*

Total Mark

|  |
|--|
|  |
|--|

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

Credit

|  |
|--|
|  |
|--|

**Monday, 9 June**  
**Afternoon, 2.00 to 3.30**

### *Directions to Candidates*

### Marking Scheme

- Write your EXAMINATION NUMBER in this space:
- WRITE ALL ANSWERS INTO THIS ANSWER BOOK
- 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.

*For the Superintendent only*

Centre Stamp

| <i>For the Examiner only</i>   |  | Question     | Mark |
|--|--|--------------|------|
| 1.   | Total of end of page totals.                 | 1            |      |
| 2.   | Aggregate total of all disallowed questions. | 2            |      |
| 3.   | Total mark awarded. (1 minus 2)              | 3            |      |
| 4.   | Bonus mark for answering through Irish.      | 4            |      |
| 5.   | Total mark awarded if Irish Bonus. (3 + 4)   | 5            |      |
| 6.   | Credit.                                      | 6            |      |
| Note: The mark in row 3 must equal the mark in the <b>Total</b> box. |  | 7            |      |
|  |  | 8            |      |
|  |  | 9            |      |
|  |  | 10           |      |
|  |  | <b>TOTAL</b> |      |

# 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) List **six** items that could be part of a school uniform for a child starting primary school. (12 marks)

**6 items @ 2 marks each**

1. \_\_\_\_\_  
*\*Skirt \*Trousers \*Blouse \*Shirt*
2. \_\_\_\_\_  
*\*Jumper \*Blazer \*Socks*
3. \_\_\_\_\_  
*\*Track suit bottoms \*Track suit top / hoodie*
4. \_\_\_\_\_  
*\*Shoes \*Runners \*Scarf*
5. \_\_\_\_\_  
*\*etc.*
6. \_\_\_\_\_

- (b) Identify **two** advantages and **two** disadvantages of school uniforms for primary school children. (12 marks)

**2 advantages @ 3 marks each**

Advantages

*\*Students don't have to stop to think about what they will wear each morning*

1. \_\_\_\_\_  
*\*Removes the focus / pressure away from always having to wear the latest fashions*

*\*All students are equal when it comes to their clothes as they are wearing the same*

2. \_\_\_\_\_  
*\*It gives students a sense of pride and identity*

*\*The students can be identified in public as coming from a particular school*

**2 disadvantages @ 3 marks each**

Disadvantages

*\*Students often don't like the uniform and don't want to wear it*

1. \_\_\_\_\_  
*\*It can be boring having to wear the same clothes every day*

*\*It can look untidy if not worn properly or cared for properly*

2. \_\_\_\_\_  
*\*Can be a barrier for students who want to express their individuality / creativity*

*\*It can work out very expensive if buying all at once*

*\*Students don't like the colour of the uniform*

*\*Too warm to wear in hot weather*

- (c) Identify **four** factors a parent / carer should consider when purchasing a school uniform for a child starting primary school. (12 marks)

**4 factors @ 3 marks each**

1. \_\_\_\_\_  
*\*The specific requirements of the school      \*Size - big enough to allow for some growth*
2. \_\_\_\_\_  
*\*Enough of the essential items that soil easily so that there can be one item in the \_\_\_\_\_  
wash while the other item is being worn*
3. \_\_\_\_\_  
*\*The care label needs to be checked so that it's clear how the garment is cared for*
4. \_\_\_\_\_  
*\*The materials that the item is made from, e.g. there might be a choice of two jumpers, one wool and one acrylic. Each item would provide a different level of warmth but \_\_\_\_\_  
would be laundered in a different way.*

- (d) Suggest **four** tips that could be given to parents / carers on caring for school uniforms. (12 marks)

**4 tips @ 3 marks each**

1. \_\_\_\_\_  
*\*Take off uniform as soon as the child gets home and place on a hanger*
2. \_\_\_\_\_  
*\*Repair or sew loose buttons immediately*
3. \_\_\_\_\_  
*\*Follow the washing instructions carefully      \*Remove stains as they occur*
4. \_\_\_\_\_  
*\*Avoid using a clothes drier if possible as it can cause shrinkage*
5. \_\_\_\_\_  
*\*Wash colours separately*
6. \_\_\_\_\_  
*\*Close zips and buttons before washing to avoid tears and snags*

- (e) Shown below are three symbols found on care labels on clothing. Explain the meaning of **each**. (12 marks)

**3 explanations @ 4 marks each**



\_\_\_\_\_  
*\*Hand wash only*



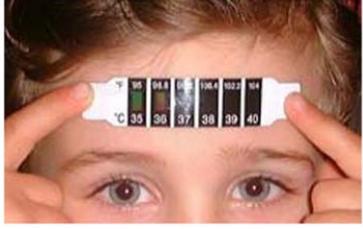
\_\_\_\_\_  
*\*Do not iron*



\_\_\_\_\_  
*\*Do not dry in the tumble drier*

2. (a) Name **four** common childhood illnesses / infectious diseases. (12 marks)  
**4 @ 3 marks each**
1. \_\_\_\_\_  
*\*Chickenpox \*Croup \*Diarrhoea \*Measles \*German measles*
2. \_\_\_\_\_  
*\*Meningitis \*Mumps \*Conjunctivitis \*Influenza*
3. \_\_\_\_\_  
*\*Scabies \*Whooping cough \*Cold sores \*Glandular fever, etc.*
4. \_\_\_\_\_
- (b) Give **two** reasons why a parent / carer should have a child immunised. (8 marks)  
**2 reasons @ 4 marks each**
1. \_\_\_\_\_  
*\*Vaccines can protect children against certain diseases*
- \_\_\_\_\_
- \*A child could become very ill and end up in hospital if not vaccinated against certain*
2. \_\_\_\_\_  
*diseases. \*A child could end up with a disability as a result of getting specific diseases*
- \_\_\_\_\_
- \*A child could spread the disease to others*
- (c) Identify **four** signs / symptoms that a child is unwell. (12 marks)  
**4 signs / symptoms @ 3 marks each**
1. \_\_\_\_\_  
*\*Fever / temperature \*Flushed looking \*Rash \*Feels hot*
2. \_\_\_\_\_  
*\*Dehydration – e.g. dry mouth and gums \*Off food \*Pale \*Cold*
3. \_\_\_\_\_  
*\*Diarrhoea \*Vomiting \*Crying \*Irritable \*Listless \*Quiet \*Drowsy, etc.*
4. \_\_\_\_\_  
*\*Sneezing / runny nose*
- (d) What temperature is normal body temperature? (4 marks)  
**1 @ 4 marks**
- \*37 °C*
- \_\_\_\_\_
- (e) Describe **four** practical measures that a parent / carer could take to help reduce a child's temperature. (12 marks)  
**4 @ 3 marks each**
1. \_\_\_\_\_  
*\*Make sure the child drinks plenty of fluids to keep him / her hydrated*
- \_\_\_\_\_
2. \_\_\_\_\_  
*\*Keep the child cool and make sure clothing is lightweight if the child is running a*
- \_\_\_\_\_
- fever*
3. \_\_\_\_\_  
*\*Use a medication suitable for children to help to reduce a fever*
- \_\_\_\_\_
4. \_\_\_\_\_  
*\*Make sure the child gets plenty of rest*
- \_\_\_\_\_

- (f) Shown below are three different types of *thermometers*.  
 Select the thermometer (A, B or C) that you consider to be the most suitable for a young child and give **three** reasons for your selection. (12 marks)

|   |  |   |
|---|--|---|
|  |  |  |
| A   | B  | C   |

Thermometer selected (A, B, or C) A, B  
or C

Reasons for selection **3 reasons @ 4 marks each for either A, B or C**

e.g.

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

*\*Easy to use      \*Easy to read      \*Gives a quick reading*

*\*Cheaper to purchase than other types      \*Easy to clean*

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

*\*Gives a more accurate reading*

*\*Can be used in different parts of the body to record the temperature*

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

*\*More comfortable for the child when using*

*\*Can be used while child is sleeping      \*Safe-won't break easily*

## Section 2 - Child Development and Play

(Attempt either Question 3 or Question 4 if answering this section.  
Each question carries 60 marks.)

3. (a) Give **four** reasons why it is important for children to play. (12 marks)  
**4 reasons @ 3 marks each**

1. \_\_\_\_\_  
*\*Provides the opportunity to meet and socialise with friends*

\_\_\_\_\_

*\*It helps children to develop and practice skills, learn new things*

2. \_\_\_\_\_  
*\*It's enjoyable and great fun / feels good*

\_\_\_\_\_

*\*It supports language development by learning new words, engaging in conversation*

3. \_\_\_\_\_  
*\*It's a way to let of steam / frustration*

\_\_\_\_\_

*\*It can provides exercise for children, especially outdoor play*

4. \_\_\_\_\_  
*\*It helps to develop the imagination and practice creativity*

\_\_\_\_\_

- (b) Name **four** different types of play. (12 marks)  
**4 types of play @ 3 marks each**

1. \_\_\_\_\_  
*\*Exploratory \*Pretend \*Physical \*Social*

2. \_\_\_\_\_  
*\*Constructive \*Fantasy \*Locomotor \*Active / energetic*

3. \_\_\_\_\_  
*\*Creative \*Dramatic \*Language \*Intellectual*

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

- (c) Outline **four** reasons why it is important to consider the *age* of a child when selecting toys and games for him / her. (12 marks)  
**4 reasons @ 3 marks each**

1. \_\_\_\_\_  
*\*They need to be developmentally appropriate / match the child's ability and skill level*

\_\_\_\_\_

*\*They need to be sufficiently stimulating for the child*

2. \_\_\_\_\_  
*\*They need to be safe for the child, e.g. no small parts that could be swallowed by*

\_\_\_\_\_

*younger children*

3. \_\_\_\_\_  
*\*Different aged children have different interests*

\_\_\_\_\_

*\*Children need to be old enough to understand how the toy / game works, understand*

4. \_\_\_\_\_  
*rules, etc.*

\_\_\_\_\_

- (d) Suggest **four** ways that a parent / carer could find information about the *age* suitability of a toy / game for a child. (12 marks)

**4 ways @ 3 marks each**

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

*\*Look for the age suitability written on the box*

\_\_\_\_\_

*\*Read magazine reviews*

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

*\*Talk to others, e.g. other parents, preschool leaders, etc.*

\_\_\_\_\_

*\*Do an internet search for reviews*

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

*\*Talk to an assistant in a toy shop*

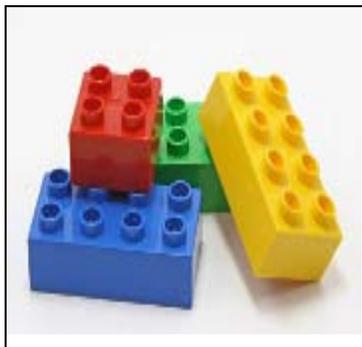
\_\_\_\_\_

*\*Watch other children playing with the toy / game*

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

- (e) Outline the *educational / developmental value* of **each** item in the photographs below. Give **two** points for each. (12 marks)

**2 points @ 3 marks each**



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

*\*Helps hand-eye co-ordination when using*

\_\_\_\_\_

*\*Develops the imagination; children visualise ideas*

\_\_\_\_\_

*\*Helps children to be creative; come up with their*

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

*own creations/inventions*

\_\_\_\_\_

*\*Supports social development; children build together*

**2 points @ 3 marks each**



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

*\*Helps children identify where they are from*

\_\_\_\_\_

*\*Supports learning the names of countries, seas, etc.*

\_\_\_\_\_

*\*Give a sense of size and distance*

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

\_\_\_\_\_

\_\_\_\_\_

4. (a) State **four** reasons why children enjoy *water play*. (12 marks)



**4 reasons @ 3 marks each**

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

*\*It encourages children to be spontaneous*

\_\_\_\_\_

*\*A child can do so many different things with water*

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

*\*There's a great sense of freedom, e.g. to get wet without getting into trouble*

\_\_\_\_\_

*\*Children love to strip off and play with water when the weather is good*

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

*\*Children like playing with others, turn taking, etc.*

\_\_\_\_\_

*\*Children love water fights, e.g. being chased*

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

*\*Children love to splash, e.g. jump in puddles*

\_\_\_\_\_

- (b) Describe **two** different indoor **and** outdoor play activities involving water.

Indoor

(8 marks)

**2 activities @ 4 marks each**

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

*\*Bath time, e.g. involving bubbles and toys such as floating ducks or washable dolls, etc.*

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

*\*Paddling pool with equipment added for pouring water, e.g. jugs and containers*

\_\_\_\_\_

Outdoor

(8 marks)

**2 activities @ 4 marks each**

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

*\*Painting with water, e.g. buckets of water and large paint brushes used to paint walls*

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

*\*Fire-fighter, e.g. fire station created using Wendy house, buckets of water, hose pipes, etc.*

\_\_\_\_\_

- (c) Explain how water play can support a child's development. Give **two** different points for **each** area of development named below.

Physical development (8 marks)

**2 points @ 4 marks each**

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

*\*Gross – motor skills by running, dodging, jumping, etc. during water play*

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

*\*Hand – eye co-ordination using water and equipment, e.g. pouring, squeezing, etc.*

Cognitive / Intellectual development (8 marks)

**2 points @ 4 marks each**

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

*\*Role-play using water, e.g. being in a car wash*

*\*Learning how different items float or sink in the water*

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

*\*Experimenting, e.g. mixing things with the water, e.g. colouring, washing-up liquid*

*\*Watching water evaporate, melt, etc. \*Measuring water in measuring jugs*

*\*Learning new vocabulary, e.g. names of equipment used such as sieve, funnel*

Emotional development (8 marks)

**2 points @ 4 marks each**

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

*\*Fun and enjoyment playing with water*

*\*Letting off steam by running around*

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

*\*Role playing different scenarios with water and equipment*

- (d) Discuss water play safety for young children. Give **two** developed points. (8 marks)

**2 developed points @ 4 marks each**

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

*\*Children need to be supervised at all times as it is possible to drown in just a couple*

*of centimetres of water. Adults supervising children during water play should avoid*

*distractions such as using their mobile phone.*

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

*\*If playing outdoors make sure children are protected from the sun's rays.*

*Make sure sunscreen has been applied and that children are wearing protective*

*clothing, hats, etc.*

*\*Make sure that water play equipment is clean and safe to use. Use plastic toys and avoid glass items that can break or metal items that can rust*

*\*Avoid children falling by making sure areas don't become slippery especially where bubble play is involved.*



- (d) What factors should a babysitter consider to ensure their own personal safety?  
State **two** different factors for **each** situation identified below.

Looking for a babysitting job (6 marks)  
**2 factors @ 3 marks each**

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

*\*Be careful about giving out personal details when advertising*

\_\_\_\_\_  
*\*Approach families you know for babysitting jobs*

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

*\*Look for references from previous babysitters and check them out*

Babysitting for the first time for a new family (6 marks)  
**2 factors @ 3 marks each**

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

*\*Make a pre-visit to the family before starting to babysit for them*

\_\_\_\_\_  
*\*Bring a parent or older friend with you to the pre-visit*

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

*\*Ask lots of questions so that you are comfortable accepting the babysitting job*

During the babysitting session (6 marks)  
**2 factors @ 3 marks each**

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

*\*Be careful about answering the door, do not open it to strangers*

\_\_\_\_\_  
*\*Know what to do in an emergency, e.g. if a fire was to break out*

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

*\*Check that exterior doors are locked*

\_\_\_\_\_  
*\*Be careful not to give identifying information if the phone rings*

On the way home after the babysitting session (6 marks)  
**2 factors @ 3 marks each**

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

*\*Ensure that you know beforehand how you are going to get home*

\_\_\_\_\_  
*\*Ensure that your family / friends know that you are babysitting and your location*

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

*\*Phone or text home to say that you are on your way*

\_\_\_\_\_  
*\*Never walk home late at night on your own. Where possible agree a lift home with the family or a pick up from your own family*

*\*Organise a taxi and make sure you have the money to pay for it*

6. (a) List **six** topics that are generally covered at *antenatal* classes. (12 marks)



**6 topics @ 2 marks each**

1. \_\_\_\_\_  
*\*Health during pregnancy   \*Growth and development of the baby during pregnancy*
2. \_\_\_\_\_  
*\*Recognising that labour has started   \*When to go to the hospital*
3. \_\_\_\_\_  
*\*Stages of labour   \*Delivery options   \*Pain relief options*
4. \_\_\_\_\_  
*\*Interventions during labour*
5. \_\_\_\_\_  
*\*Role of partners during labour   \*Breastfeeding options and advice*
6. \_\_\_\_\_  
*\*Baby care*

- (b) Suggest **two** ways that expectant parents can find information about local antenatal classes. (8 marks)

**2 ways @ 4 marks each**

1. \_\_\_\_\_  
*\*Searching on the internet   \*Suggestions from a GP*
2. \_\_\_\_\_  
*\*The hospital where the birth may take place*
- \_\_\_\_\_
- \_\_\_\_\_

- (c) Identify **two** ways that antenatal classes can be reassuring for first-time parents. (8 marks)

**2 ways @ 4 marks each**

1. \_\_\_\_\_  
*\*Opportunity to meet other couples who are at the same stage of pregnancy*
- \_\_\_\_\_
- \_\_\_\_\_
2. \_\_\_\_\_  
*\*Access to information and resources*
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

- (d) Give **two** reasons why an expectant mother's partner might also consider attending the antenatal classes. (8 marks)

**2 reasons @ 4 marks each**

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

*\*To be as involved as possible*

\_\_\_\_\_  
*\*To understand what to expect \*To prepare for labour and birth*

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

*\*To be as supportive as possible*

- (e) In addition to attending antenatal classes, identify **four** further sources of information on *pregnancy and birth*. (12 marks)

**4 sources @ 3 marks each**

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

*\*GP \*Obstetrician \*Midwife*

\_\_\_\_\_  
*\*Books*

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

*\*Videos*

\_\_\_\_\_  
*\*The internet*

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

*\*Other couples*

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

- (f) Suggest **four** practical ways that expectant parents can prepare for the birth of their baby. (12 marks)

**4 ways @ 3 marks each**

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

*\*Learn about the birth process \*Practice breathing techniques*

\_\_\_\_\_  
*\*Have bag packed for the hospital*

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

*\*Prepare a sleeping area for the baby at home*

\_\_\_\_\_  
*\*Have essential equipment sourced and ready*

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

*\*Have essential baby clothing and nappies ready*

\_\_\_\_\_  
*\*Have some meals pre prepared and in freezer for when parents come home*

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

*\*Have a rota of help from family and friends in place*

## Section 4 - People with Special Needs

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

7. (a) State **four** common causes of disabilities. (12 marks)  
**4 causes @ 3 marks each**
1. \_\_\_\_\_  
*\*Industrial accidents, e.g. falls /crushes* *\*Drug overdose*
- \_\_\_\_\_
- \*Sporting accidents, e.g. spinal injury*
2. \_\_\_\_\_  
*\*Motor vehicle accidents, e.g. brain injury*
- \_\_\_\_\_
- \*Illnesses, e.g. resulting in amputation, motor problems, etc*
3. \_\_\_\_\_  
*\*Cancer \*Strokes \*Heart conditions*
- \_\_\_\_\_
- \*Exposure to infection / disease during pregnancy \*Injury at birth*
4. \_\_\_\_\_  
*\*Inherited (genetically transmitted)*
- \_\_\_\_\_
- (b) Give **four** examples of disabilities where *mobility* (getting around, movement, etc.) may be affected. (12 marks)  
**4 examples @ 3 marks each**
1. \_\_\_\_\_  
*\*Arthritis \*Back problems/pain \*Cerebral Palsy \*Heart disease*
2. \_\_\_\_\_  
*\*Muscular dystrophy \*Multiple Sclerosis \*Diabetes \*Parkinson's disease*
3. \_\_\_\_\_  
*\*Cerebral Palsy \*Spina bifida*
4. \_\_\_\_\_
- (c) Outline the challenges that may be experienced by a person who has a mobility impairment. Give **four** different examples for **each** area identified below. (12 marks)  
**4 examples @ 3 marks each**
- Preparing and eating meals
1. \_\_\_\_\_  
*\*Difficulty getting to a supermarket or getting around the supermarket, reaching for*
- \_\_\_\_\_
- foods, carrying foods home, etc. in preparation for making a meal*
2. \_\_\_\_\_  
*\*Unable to do things that require co-ordination, e.g. peeling and chopping*
- \_\_\_\_\_
- \*Difficulty lifting heavy pots / pans on cooker or in / out of oven \*Safety issues*
3. \_\_\_\_\_  
*\*Difficulty using a knife and fork and cutting up food when eating*
- \_\_\_\_\_
- \*Difficulty getting food from the plate to the mouth without spilling*
4. \_\_\_\_\_

*\*Slow at eating or messy eating*

Washing and dressing themselves (12 marks)

**4 examples @ 3 marks each**

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

*\*Difficulty getting in /out of shower*

*\*Needing help when washing*

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

*\*Hard to bend down, e.g. to put on socks and shoes*

*\*Hard to do up laces*

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

*\*Difficulty getting clothes over their head*

*\*Difficulty with buttons, zips and hooks*

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

(d) Describe how **each** item shown below can support a person's mobility. (12 marks)

|  |  |
|--|--|
|  | <p><b>1 description @ 4 marks</b></p> <p><i>*Helps a person to get around. Can be used to get out and about, e.g. travel on foot paths and in shopping centres, etc.</i></p> <p>_____</p> <p>_____</p> |
|--|--|

|   |   |
|---|---|
|  | <p><b>1 description @ 4 marks</b></p> <p><i>*Specially designed to fit with wheelchair and moves as one with the wheelchair</i></p> <p><i>*Makes shopping easier as the person can push their own trolley</i></p> <p>_____</p> <p>_____</p> |
|---|---|

|   |   |
|---|---|
|  | <i><b>1 description @ 4 marks</b></i>                     |
|   | <i>*Allows the user to get up and sit down with</i>       |
|   | <i>greater ease with the help of an electric motor</i>    |
|   | <i>* When the motor is activated it will gently raise</i> |
|   | <i>the user from a seated position to a standing</i>      |
| <i>position</i>   |   |

8. (a) State **four** of the benefits of children with special needs attending school in the local community. (12 marks)

**4 benefits @ 3 marks each**

1. \_\_\_\_\_  
*\*Students have better opportunities to improve communication skills and interact with their peers*      *\*Students get to know local children and make friends in their community*

2. \_\_\_\_\_  
*\*They feel less isolated*      *\*Helps to break down stereotyping*

3. \_\_\_\_\_  
*\*It can be more motivating*

\_\_\_\_\_ *\*They have wider opportunities to expand their areas of interest, e.g. through subject*

4. \_\_\_\_\_  
*choices, clubs, etc.*      *\*It helps to breakdown the misconceptions of other students*

\_\_\_\_\_ *\*Helps everyone to accept and value individual differences*

- (b) Outline how a child with special needs may be supported to attend his / her local school. Give **two** points under **each** heading below.

Transport (8 marks)

**2 points @ 4 marks each**

1. \_\_\_\_\_  
*\*A school transport scheme operates for children with special educational needs*

\_\_\_\_\_ *arising from a diagnosed disability*      *\*In some cases escorts are also provided*

2. \_\_\_\_\_  
*\*Ensures that the student has a reliable and accessible means of getting to/from school*

\_\_\_\_\_ *every day*

School Building (8 marks)

**2 points @ 4 marks each**

1. \_\_\_\_\_  
*\*Entrances are accessible with ramps and automatic doors*      *\*Grab handles, etc*

\_\_\_\_\_ *available where needed*      *\*Disability toilets are available*      *\*Desk heights, work station*

2. \_\_\_\_\_  
*heights, etc meet needs*      *\*Signage caters for all learners, e.g. Braille signage, signage*

\_\_\_\_\_ *with large font, correct height, etc.*

Assistive Technology (8 marks)

**2 points @ 4 marks each**

1. \_\_\_\_\_  
*\*Grant aid is available to schools to purchase assistive technology for students with*

\_\_\_\_\_ *physical/communicative disabilities to support learning, completion of homework, etc.*

\_\_\_\_\_ *\*Assistive technology might include:*

*\*FM radio systems and classroom hearing supports for children with hearing impairments*

*\*Braille equipment, audio equipment, etc. for students with a visual impairment*

*\*Laptops with modified software, joysticks, etc. for students with physical disabilities*

- (c) Identify **four** ways that a Special Needs Assistant (SNA) can support a student with special needs. (12 marks)

**4 ways @ 3 marks each**

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

*\*Helping student become a more independent learner*

\_\_\_\_\_

*\*Supporting inclusion in the school and encouraging social skills, making friends, etc.*

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

*\*Supporting student with their physical needs, e.g. getting on / off buses*

\_\_\_\_\_

*\*Assisting with toileting      \*Assisting with feeding*

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

*\*Keeping student focussed and on task*

\_\_\_\_\_

*\*Repeating a teachers instructions, etc.*

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

*\*Ensuring that student gets to different classes, etc. and has everything he / she needs*

- (d) Discuss the special arrangements (reasonable accommodation) that can be put in place for students with special needs for examinations. Give **three** points. (12 marks)

**3 points @ 4 marks each**

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

*\*Using a scribe that a candidate can dictate an answer to*

\_\_\_\_\_

*\*A paper that is read to a candidate*

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

*\*Print that is enlarged on an exam paper to make it easier to see and read*

\_\_\_\_\_

*\*Where writing is an issue candidates answers to questions can be recorded on tape*

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

*\*Using a word -processor*

\_\_\_\_\_

*\*Braille versions of questions on exam papers can be organised for students with a visual impairment*

*\*Modified questions, e.g. instead of visual material*

## Section 5 - Older People

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

9. (a) Identify **four** physical changes that take place as part of the ageing process. (12 marks)

**4 changes @ 3 marks each**

1. \_\_\_\_\_  
*\*Skin becomes less elastic and more lined and wrinkled*
2. \_\_\_\_\_  
*\*Hair thins \*Hair goes grey \*Metabolism slows down*
3. \_\_\_\_\_  
*\*Height reduces \*Hearing is affected and some sounds become harder to hear*
4. \_\_\_\_\_  
*\*Vision changes, e.g. reading glasses needed \*Bone density reduces*

- (b) Outline **four** attitudes / feelings that older people sometimes have about themselves or others as they get older. (12 marks)

**4 attitudes / feelings @ 3 marks each**

*Can be negative, e.g.*

1. \_\_\_\_\_  
*\*Feelings of incompetence or worthlessness \*Sense of being a burden \*Adverse to taking risk \*Depression, e.g. due to partner, peers or friends dying, ill health, etc.*
2. \_\_\_\_\_  
*\*Frustration, e.g. due to mental loss \*Mind set e.g. set in their ways, they are right and everyone else is wrong \*Fear / concern, e.g. about crime, finances, etc.*
3. \_\_\_\_\_  
*Can be positive, e.g.*
4. \_\_\_\_\_  
*\*Age is just a number; it does not define who you are or what you can do*
- \_\_\_\_\_ *\*Able to be themselves, not worried what others think \*Family reared so it's time to focus on themselves \*Time to do what they want \*Live for the moment and don't put things off \*Enjoy each day and don't look back*

- (c) Give **four** reasons why the risk of falling increases with age. (12 marks)

**4 reasons @ 3 marks each**

1. \_\_\_\_\_  
*\*Eye sight may be affected \* Blood pressure can drop suddenly affecting balance*
2. \_\_\_\_\_  
*\*Balance and co-ordination are not as good as they used to be*
3. \_\_\_\_\_  
*\*Reflexes and reaction time isn't as quick*
4. \_\_\_\_\_  
*\*Muscle strength declines and joint flexibility changes especially in the legs*
- \_\_\_\_\_ *\*Limited or slow movement, e.g. where there is a lack of exercise taken*
- \_\_\_\_\_ *\*Some medications cause disorientation, dizziness, light headedness, etc.*

- (d) Suggest **four** practical ways that the risk of falling can be reduced for older people. (12 marks)

**4 ways @ 3 marks each**

1. \_\_\_\_\_  
*\*Exercise regularly to help improve balance and co-ordination*
- \_\_\_\_\_
- \_\_\_\_\_
2. \_\_\_\_\_  
*\*Use handrail going down stairs \*Be careful not to carry items that restrict the view of steps \*Make sure areas are well lit, e.g. hallways, stairs, etc. \*Wear suitable shoes, e.g. with non slip soles \*Wear clothes that fit properly, e.g. no long trailing trousers, coats, etc. \*Don't leave clutter on the floor where it can cause an accident*
- \_\_\_\_\_
- \_\_\_\_\_
3. \_\_\_\_\_  
*\*Be careful around pets in case you stumble on them \*Secure rugs with non slip backing or remove rugs with curling edges \*Use a rail / grab bar for support in the shower \*Take your time when answering the door / phone, don't rush.*

- (e) Discuss the effects that a fall can have on an older person. Give **four** points. (12 marks)  
**4 points @ 3 marks each**

1. \_\_\_\_\_  
*\*Fear of falling again might prevent a person from engaging in certain activities again. \*The older person may stay at home thinking that this is a safer option*
2. \_\_\_\_\_  
*\*The older person may not want to engage in exercise such as walking which may in fact have the effect of making the older person more at risk of falling again*
3. \_\_\_\_\_  
*\*Loss of independence, e.g. needing help with certain tasks, e.g. domestic chores*
- \_\_\_\_\_
4. \_\_\_\_\_  
*\*Reduced social interaction and loneliness because of fear of going out*
- \_\_\_\_\_

10. (a) Identify **four** different types of experience, skills or talents that an older person might have. (12 marks)



**4 @ 3 marks each**

1. \_\_\_\_\_  
\* *Experience / skills from previous employment* \* *Able to speak a second language*
2. \_\_\_\_\_  
\* *Cooking skills* \* *Craft skills* \* *Gardening skills* \* *DIY skills* \* *Childcare*
3. \_\_\_\_\_  
\* *Sports skills* \* *Music/singing* \* *Drama* \* *History of the area*
4. \_\_\_\_\_

- (b) Suggest **four** practical ways that these experiences, skills or talents might be shared with others. (12 marks)

**4 ways @ 3 marks each**

1. \_\_\_\_\_  
\* *Within the family, e.g. passed from grandparent to grandchild*
- \_\_\_\_\_
- \* *Through active retirement groups*
2. \_\_\_\_\_  
\* *Through volunteering*
- \_\_\_\_\_
- \* *Helping out neighbours*
3. \_\_\_\_\_  
\* *Helping out in schools in classrooms, etc.*
- \_\_\_\_\_
- \* *Writing about their skills and experiences*
4. \_\_\_\_\_
- \_\_\_\_\_

- (c) Identify **four** reasons why it is important for an older person to be actively involved in his / her community. (12 marks)

**4 reasons @ 3 marks each**

1. \_\_\_\_\_  
*\*To feel valued \*To prevent boredom*

\_\_\_\_\_ *\*To have social contact with other people and have friends*  
2. \_\_\_\_\_  
*\*To prevent loneliness and isolation*

\_\_\_\_\_ *\*To avoid depression*  
3. \_\_\_\_\_  
*\*Valuable skills, experience wisdom, etc. to give to others*

\_\_\_\_\_ *\*Positive health benefits, exercise, etc.*  
4. \_\_\_\_\_

- (d) Voluntary groups that are set up to support older people sometimes run awareness raising campaigns. Identify **four** topics / themes the voluntary groups might support or promote. (12 marks)

**4 topics / themes @ 3 marks each**

1. \_\_\_\_\_  
*\*Visiting older people especially during winter time*

\_\_\_\_\_ *\*Helping older people out, e.g. maintenance, shopping, etc.*  
2. \_\_\_\_\_  
*\*Highlighting the difficulty some older people have to make ends meet, e.g. budget*

\_\_\_\_\_ *submissions to government \*Influencing policy and anti age discrimination*  
3. \_\_\_\_\_  
*\*Positive ageing – highlighting the positive aspects of ageing and older peoples*

\_\_\_\_\_ *contribution to their communities*  
4. \_\_\_\_\_  
*\*Fundraising campaigns to help those experiencing poverty*

\_\_\_\_\_ *\*Access to quality services*

- (e) Name **three** national organisations that support or promote the needs and interests of older people. (12 marks)

**3 organisations @ 4 marks each**

1. \_\_\_\_\_  
*\*Active Retirement Ireland \*Age and Opportunity \*Friends of the Elderly*

2. \_\_\_\_\_  
*\*Age Action Ireland \*Irish Association of Older People \*St Vincent de Paul*

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

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