



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

**Leaving Certificate Applied 2012**

**Marking Scheme**

**Childcare Community Care**

**Common Level**





# Coimisiún na Scrúduithe Stáit State Examinations Commission

*Leaving Certificate Applied 2012*

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

**Monday, 11 June**  
**Afternoon, 2.00 to 3.30**

<b>Marking Scheme</b>
-----------------------

### *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.

### *In developing the marking schemes 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.*

# 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** differences between a *pram* and a *buggy (pushchair)*. (8 marks)  
**2 differences @ 4 marks each**

1. \_\_\_\_\_  
*\*A buggy is usually lighter in weight / smaller than a pram*

\_\_\_\_\_ *\*A buggy usually folds up easier and is more compact than a pram*

2. \_\_\_\_\_  
*\*A pram is usually designed to carry a baby while a buggy can carry an older toddler / child*

\_\_\_\_\_ *\*A pram usually carries a baby in a fully reclined position while a buggy can be adjusted to different reclining positions*

- (b) Identify **four** safety features a parent / carer should consider when purchasing a buggy. (12 marks)  
**4 safety features @ 3 marks each**

1. \_\_\_\_\_  
*\*The buggy is stable and doesn't tip easily*

\_\_\_\_\_ *\*There is a two stage lock to stop the buggy collapsing*

2. \_\_\_\_\_  
*\*There are no gaps that could trap fingers*

\_\_\_\_\_ *\*The brakes work properly and are easy to use*

3. \_\_\_\_\_  
*\*There are no sharp edges to cause cuts / tears to clothes*

\_\_\_\_\_ *\*There is an adjustable harness to accommodate a growing child*

4. \_\_\_\_\_  
*\*The buggy is suitable for the age / weight of child*

- (c) Outline a routine that should be followed to ensure safety when *using* a buggy. Give advice on four areas of safe use. (16 marks)

**4 areas of safe use @ 4 marks each**

1. \_\_\_\_\_  
*\*Check locking device is secure after you open the buggy*

\_\_\_\_\_ *\*Secure child in buggy with harness before setting off*

\_\_\_\_\_ *\*Use breaks every time you stop*

2. \_\_\_\_\_  
*\*Don't leave child unattended in the buggy*

\_\_\_\_\_ *\*Don't carry more than one child unless buggy is designed to do so*

3. \_\_\_\_\_  
*\*Don't hang heavy shopping on handlebars as buggy could tip over*

---

*\*When waiting to cross the road position the buggy so that it is well back from passing*

---

*cars*

4. \_\_\_\_\_  
*\*Ensure full visibility of the road when crossing - do not step out from behind the back*

---

*of a bus or car with the buggy*

---

(d) Describe **four** accessories that can be purchased for a buggy. (12 marks)  
**4 accessories @ 3 marks each**

\_\_\_\_\_  
*\*Stroller bag to hold nappy changing equipment, groceries etc.*

\_\_\_\_\_  
*\*Rattle that extends across front of buggy*

2. \_\_\_\_\_  
*\*Rain cover that covers front of buggy to keep baby dry*

\_\_\_\_\_  
*\*Clip on parasol to shade baby from sun*

3. \_\_\_\_\_  
*\*Cup holder to hold baby bottle*

\_\_\_\_\_  
*\*Netting to protect baby from insects*

4. \_\_\_\_\_  
*\*Hook to hold bag on buggy*

\_\_\_\_\_  
*\*Foot muff to keep baby warm*

\_\_\_\_\_  
*\*Wrist strap to ensure that buggy and parent / carer don't become separated*

(e) Discuss parents / carers 'transporting children by bicycle'. (12 marks)  
**3 points @ 4 marks each**

\_\_\_\_\_  
*\*Children learn from their surroundings*

\_\_\_\_\_  
*\*Opportunity for child to be close to parent/carer*

\_\_\_\_\_  
*\*A special child seat is required*

\_\_\_\_\_  
*\*The seat should be professionally fitted*

\_\_\_\_\_  
*\*The seat must be suitable for the age of the child*

\_\_\_\_\_  
*\*The child must be old enough to sit*

\_\_\_\_\_  
*unaided and support their own head*

\_\_\_\_\_  
*\*The seat should have a childproof safety buckle*

\_\_\_\_\_  
*\*The child should always wear a safety helmet*

\_\_\_\_\_  
*\*Never leave a child unattended in a bicycle seat*

\_\_\_\_\_  
*\*When transporting a child the bike needs longer braking distance*



2. (a) State **one** advantage and **one** disadvantage of using *cloth nappies* and **one** advantage and **one** disadvantage of using *disposable nappies*.

Cloth nappies **1 point @ 4 marks** (8 marks)

Advantage *\*Produce less waste \*Use less raw materials to manufacture*

---

*\*Don't have the chemicals that disposables have \*Can be passed down to other babies in family*

**1 point @ 4 marks**

Disadvantage *\*If using a large quantity need to be bought up front \*They can be*

---

*initially expensive \*Need to be washed and dried \*Soiled nappies need to be stored until there is a full wash load \*Can be bulky on baby*

Disposable nappies **1 point @ 4 marks** (8 marks)

Advantage *\*Easy to purchase from a wide range of shops \*Convenience - quick*

---

*and easy to use \*Easier to dispose of when out and about / when travelling \*Very absorbent \*Lots of sizes / shapes available \*Labour saving – don't have to be washed and dried*

**1 point @ 4 marks**

Disadvantage *\*Over time can work out very expensive \*Negative environmental*

---

*impact as they end up in landfill and do not breakdown easily*

*\*Contain chemicals to absorb liquids which can come into contact with baby's skin*

- (b) Set out below are five factors that should be considered when selecting disposable nappies. Explain the importance of **each**. (20 marks)

Shape **1 point @ 4 marks**

*\*Shaped nappies fit snugly around the baby's bottom to avoid gaping \*A good snug*

---

*contour helps avoid leaks \*Important for comfort as it allows the baby to move easily*

---

Size **1 point @ 4 marks**

*\*Important to buy the correct size so that the nappy fits well and performs well*

---

*\*Nappies come in different sizes to match the weight of the baby*

---

Closure **1 point @ 4 marks**

*\*There are different types of closures e.g. tape and Velcro \*Velcro is more flexible as*

---

*it allows the nappy to be adjusted after it has been put on*

---

Absorbency **1 point @ 4 marks**

*\*Nappies are designed with different levels of absorbency \*There are disposable*

---

*nappies specifically for night time wear which are more absorbent. \*There are nappies*

---

*which are more absorbent at the front for boys and at the centre for girls*

---

Cost **1 point @ 4 marks**

*\*Nappies for older babies are usually more expensive as they are larger \*Disposable*

---

*nappies have different designs / features and these all impact on the cost of a nappy*

---



## 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 **four** benefits of outdoor play / outdoor activities for children. (12 mark)  
**4 benefits @ 3 marks each**

1. \_\_\_\_\_  
*\*Increased amount of physical activity which provides exercise for children*

\_\_\_\_\_

*\*Increased activity outdoors helps to strengthen muscles, bones and heart*

2. \_\_\_\_\_  
*\*Fresh air good for the child and helps to stimulate appetite*

\_\_\_\_\_

*\*Opportunity for child to let off steam and use pent up energy / get rid of stress*

3. \_\_\_\_\_  
*\*Helps to develop a child's imagination / exploration*

\_\_\_\_\_

*\*Encourages different kinds of games and activities e.g. group games, messy play, etc.*

4. \_\_\_\_\_  
*\*Helps a child to sleep better*

\_\_\_\_\_

- (b) Identify **four** items that are suitable for outdoor play / exploration that might help the development of a child's curiosity. (12 marks)  
**4 items @ 3 marks each**

1. \_\_\_\_\_  
*\*Magnifying glass \*Binoculars \*Compass \*Torch*

2. \_\_\_\_\_  
*\*Bucket \*Spade \*Rake \* Butterfly net \*Sand pit*

3. \_\_\_\_\_  
*\*Climbing frame \*Tent \*Walkie Talkie, etc.*

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

- (c) Outline **four** factors that a parent / carer should consider when planning an outdoor trip for a child. (12 marks)  
**4 factors @ 3 marks each**

1. \_\_\_\_\_  
*\*The age of the child and his / her interests and developmental stage*

\_\_\_\_\_

*\*The length of the trip e.g. few hours, day, overnight*

2. \_\_\_\_\_  
*\*The type of trip e.g. visit to zoo, park, sea side, camping \*Opening hours*

\_\_\_\_\_

*\*The weather and how this might impact e.g. need for raincoat, sun block, etc.*

3. \_\_\_\_\_  
*\*Transport e.g. walk, bus, train, car, etc. \* Occupying child during travel*

\_\_\_\_\_

*\*Food, snacks, drinks, etc.*

4. \_\_\_\_\_  
*\*Cost e.g. transport, entrance charge, etc. \*Kit for emergencies e.g. change of clothes*

\_\_\_\_\_

- (d) Suggest a suitable outdoor trip for a six-year old child. (4 marks)

**1 suggestion @ 4 marks**

---

*\*Visit to the Zoo*                      *\*Visit to park to outdoor playground*

---

*\*Visit to park to feed ducks*    *\*Visit to pet farm*

---

*\*Visit to seaside, etc.*

Indicate the potential (possible) educational value of the trip. Give **two** points.

(8 marks)

**2 points @ 4 marks each**

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

*\*Children can get firsthand experience of a new environment / new things*

---

*\*Helps to develop a child's powers of observation*    *\*Opportunity to learn new words*

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

*\*Important for the child's socialisation e.g. with other children, adults, etc.*

- (e) Describe **four** ways to prevent children from getting bored during a car journey.

(12 marks)

**4 ways @ 3 marks each**

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

*\*Talk to your children- tell each other stories*    *\*Bring a CD and have a sing along*

---

*\*Bring some audio books, earphones and a player for each child*

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

*\*Play games e.g. 'I spy with my little eye...'*

---

*\*Bring colouring books and crayons*

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

*\*Make children comfy with cushions and blankets so that they can have little naps*

---

*\*Break the journey. Stop for short breaks at places of interest*

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

*\*Bring a selection of small healthy snacks, etc.*

4. (a) State **four** factors that a parent / carer should take into consideration when purchasing board games for children. (12 marks)

**4 factors @ 3 marks each**

1. \_\_\_\_\_  
*\*Age of child matches age recommendation indicated on board game*

\_\_\_\_\_ *\*The amount of time you think the game will hold the interest of the children*  
 2. \_\_\_\_\_  
*\*The complexity of the game, rules, etc.*

\_\_\_\_\_ *\*The number of players required*  
 3. \_\_\_\_\_  
*\*Previous experience and board games that the children have enjoyed before*

\_\_\_\_\_ *\*Safety of the game, size of parts, sharp edges, etc.*  
 4. \_\_\_\_\_  
*\*Durability of the game*

\_\_\_\_\_ *\*Recommendations from other parents, children, etc.*

- (b) Identify **four** skills that the children below are developing while playing with the board game. (12 marks)

**4 skills @ 3 marks each**



1. \_\_\_\_\_  
*\*Following rules      \*Concentration      \*Observation*

2. \_\_\_\_\_  
*\*Sharing      \*Hand eye co-ordination      \*Language*

3. \_\_\_\_\_  
*\*Turn taking      \*Matching      \*Problem solving*

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

- (c) Outline **three** ways that a parent / carer can support a child who hates to lose when playing board games. (12 marks)

**3 ways @ 4 marks each**

1. \_\_\_\_\_  
*\*Let young children win when you are introducing them to board games to help them feel more competent      \*Explain that you win sometimes and loose other times*

2. \_\_\_\_\_  
*\*Take the game away if the child is getting too upset at loosing and reintroduce it at a*

\_\_\_\_\_ *later stage when the child seems more ready      \*Select board games that are not too*  
 3. \_\_\_\_\_  
*competitive      \*As well as the winner sometimes state who got second and third place*

- (d) How can a parent / carer encourage a child to tidy up a board game after he / she has finished playing with it? (8 marks)

**2 points @ 4 marks each**

---

*\*Decide with the child on a place where the board games will be kept e.g. shelf*

---

*\*Reiterate the expectation that the child tidies up one game before taking another*

---

*\*Have a tidy up song and sing it with the child or play it to indicate clean up time*

---

*\*Occasionally do the tidy up with the child so that you can be a role model*

---

*\*Praise the child when he / she does a good tidy up job*

---

*\*Remove the game for a few days if it doesn't get tidied up and explain that it won't be available to the child for a period of days because they didn't tidy it away*

- (e) Suggest a board game that is suitable for 3-6 year olds. Give **two** reasons why you consider it suitable for this age group.

Name of board game **name @ 4 marks** (4 marks)  
e.g. *\*Snakes and ladders*

Reasons it is suitable for 3-6 year olds (8 marks)  
**2 reasons @ 4 marks each**

1. \_\_\_\_\_  
*\*Easy rules to follow – up the ladders and down the snakes*

---

*\*Supports basic maths – counting      \*Can be played by as little as two children*

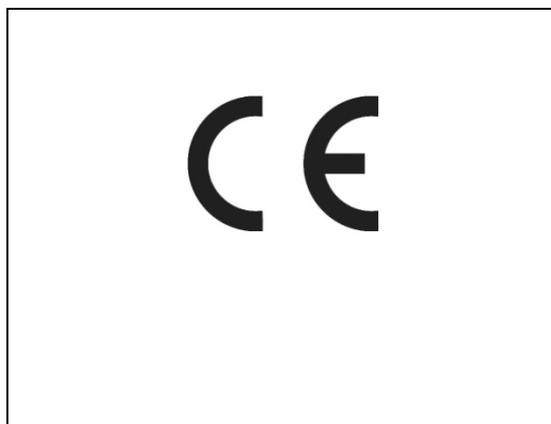
2. \_\_\_\_\_  
*\*Suitable for all the family      \*Supports turn taking      \*Holds children's interest*

---

*\*Lots of versions available / easy to get in most toy shops*

*\*Not a very expensive board game*

- (f) Draw, in the box below, the mark / symbol that you would expect to find on a toy / game to indicate that it conforms to specific health, safety and environmental protection and the applicable legislation in the EU. (4 marks)



## Section 3 - Parenting and Care Provision

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

5. (a) Suggest **four** ways of building a positive relationship between a parent and child. (12 marks)

**4 ways @ 3 marks each**

1. \_\_\_\_\_  
*\*Tell your child you love them every day even after challenging days*

\_\_\_\_\_

2. \_\_\_\_\_  
*\*Eat meals together as a family and chat about the day you have all had*

\_\_\_\_\_

3. \_\_\_\_\_  
*\*Set boundaries for the child*

\_\_\_\_\_

4. \_\_\_\_\_  
*\*Affirm and praise the child*

\_\_\_\_\_

- (b) How can a parent support a child's safe use of computers and the internet at home? Give **four** examples. (12 marks)

**4 examples @ 3 marks each**

1. \_\_\_\_\_  
*\*Become familiar with the use of IT yourself so you know how it works*

\_\_\_\_\_

2. \_\_\_\_\_  
*\*Install software that gives parental control on the sites a child can access*

\_\_\_\_\_

3. \_\_\_\_\_  
*\*Place the computer in an area where you can see what your child is doing.*

\_\_\_\_\_

4. \_\_\_\_\_  
*\*Avoid placing the computer in the child's bedroom*

\_\_\_\_\_

\_\_\_\_\_

- (c) Describe **two** computer based activities that a parent and child could do together. (8 marks)

**2 activities @ 4 marks each**

1. \_\_\_\_\_  
*\*Write letters, thank you messages etc. together and email them to cousins, aunts,*

\_\_\_\_\_

2. \_\_\_\_\_  
*uncles etc \*Skype friends and family \*Play a computer game together*

\_\_\_\_\_

- (d) Outline **two** ways that computer games can impact *negatively* on a child's behaviour. (8 marks)

**2 ways @ 4 marks each**

1. \_\_\_\_\_  
*\*Child spends excessive amounts of time playing the games and withdraws from family and friends*     *\*Late night sessions can cut into sleep time resulting in poor concentration and irritability*
2. \_\_\_\_\_  
*\*Child can become aggressive if deprived of play time*
- \_\_\_\_\_
- \*Child might mimic behaviour / language*

Describe **two** measures that a parent can take to deal with this behaviour. (8 marks)

**2 measures @ 4 marks each**

1. \_\_\_\_\_  
*\*Set limits on how often and how long the child is allowed to play the games*
- \_\_\_\_\_
- \*Monitor child carefully. \*Remove computers from bedrooms*
2. \_\_\_\_\_  
*\*Help child find an alternative hobby to computer games e.g. sport, music, club, etc*
- \_\_\_\_\_

- (e) Identify **four** errors (mistakes) that parents sometimes make when disciplining their children. (12 marks)

**4 errors @ 3 marks each**

1. \_\_\_\_\_  
*\*The punishment should fit the crime. Take a moment to think about this rather than acting in the heat of the moment*
2. \_\_\_\_\_  
*The punishment needs to be feasible and not one that affects every sibling in the house*
- \_\_\_\_\_
- \*Punishing a child without explaining why*
3. \_\_\_\_\_  
*\*Making threats but not following through*
- \_\_\_\_\_
- \*Being inconsistent in ones approach to discipline / severity of discipline etc.*
4. \_\_\_\_\_  
*\*Always focusing on the negative and not giving praise to a child when you catch them being good, etc.*
- \_\_\_\_\_

6. (a) What is the purpose of a pregnancy test? (4 marks)  
**1 @ 4 marks**

\_\_\_\_\_  
*\*The test confirms a pregnancy*  
\_\_\_\_\_

- (b) Outline **two** ways that a pregnancy test can be carried out. (8 marks)  
**2 ways @ 4 marks**

1. \_\_\_\_\_  
*\*A urine test using a home pregnancy kit available from pharmacies and supermarkets*  
\_\_\_\_\_

2. \_\_\_\_\_  
*\*A blood test available from a doctor and performed in a laboratory*  
\_\_\_\_\_

- (c) Explain how the *due date* of a baby can be calculated. (8 marks)  
**2 parts to explanation @ 4 marks each**

\_\_\_\_\_  
*\*Count 280 days or 40 weeks from the first day of your last period*  
\_\_\_\_\_  
\_\_\_\_\_

- (d) Identify **four** symptoms that may be experienced during pregnancy. (12 marks)  
**4 symptoms @ 3 marks each**

1. \_\_\_\_\_  
*\*Nausea      \*Vomiting      \*Cravings*

2. \_\_\_\_\_  
*\*Tender or sore breasts      \*Tiredness*

3. \_\_\_\_\_  
*\*Increased frequency passing urine*

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

- (e) State **two** functions of an ultrasound. (8 marks)  
**2 functions @ 4 marks each**

1. \_\_\_\_\_  
*\*Can measure the baby to work out the expected due date*  
\_\_\_\_\_

*\*Can determine the number of foetuses present*

2. \_\_\_\_\_  
*\*Can confirm / rule out an ectopic pregnancy*  
\_\_\_\_\_

*\*Can determine the gender of the baby*

*\*Can identify major abnormalities of the foetus*

- (f) Why is it important for a woman to take folic acid? (4 marks)  
**1 @ 4 marks**

---

*\*It helps to reduce the risk of spinal defects in the baby e.g. spina bifida*

---

---

---

- At what stage should folic acid be taken? (4 marks)  
**2 stages @ 2 marks each**

---

*\*2-3 months before becoming pregnant*

---

*\*First three months of pregnancy*

---

- (g) Discuss 'smoking during pregnancy'. (12 marks)  
**3 points @ 4 marks each**

---

*\*Women who smoke heavily during pregnancy give birth to smaller babies*

---

*\*Cigarette smoke can damage the placenta and reduce the supply of oxygen and level*

---

*of nutrition being passed to the foetus in the womb*

---

*\*Smoking increases the risk of stillbirth*

---

*\*If you stop smoking in early pregnancy your baby will develop just like the baby of a*

---

*non smoking mother etc.*

---

---

## 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** conditions / special needs that may require a person to use a wheelchair.  
4 @ 3 marks each (12 marks)

1. \_\_\_\_\_  
*\*Paralysis from injury*                      *\*Multiple sclerosis*                      *\*Scoliosis*
2. \_\_\_\_\_  
*\*Muscular dystrophy*                      *\*Cerebral palsy*                      *\*Arthritis*
3. \_\_\_\_\_  
*\*Stroke*                      *\*Broken hip / leg*                      *\*Old age*
4. \_\_\_\_\_

- (b) Describe the challenge that the person in the photograph below is experiencing.  
(4 marks)



1 @ 4 marks

\_\_\_\_\_  
*\*Door opens out so difficult to open while moving the wheelchair out of the way  
at the same time*

Suggest **two** ways that the challenge could be addressed. (8 marks)  
2 ways @ 4 marks each

1. \_\_\_\_\_  
*\*Install an automated door system*
2. \_\_\_\_\_  
*\*Install a door that slides aside rather than swings in or out*



8. (a) Identify **four** possible causes of speech and language disorders. (12 marks)  
**4 causes @ 3 marks each**

1. \_\_\_\_\_  
*\*Hearing loss                      \*Stroke                      \*Autism                      \*Cerebral Palsy*
2. \_\_\_\_\_  
*\*Brain injury                      \*Neurological disorder                      \*Mental disability*
3. \_\_\_\_\_  
*\*Cleft lip and palate                      \*Drug abuse                      \*Delayed development*
4. \_\_\_\_\_

- (b) Match **each** speech / language disorder with the correct explanation. (12 marks)

<i>Speech / language disorder</i>		<i>Explanation</i>	
1	Lisp	A	The flow of speech is disrupted by hesitating or repeating sounds, syllables or words.
2	Mute	B	Difficulty pronouncing letters like 's' or 'z'.
3	Stutter (Stammer)	C	Lack of ability to speak.

**3 @ 4 marks each**

*Indicate A, B or C*

1. *Lisp* matches with \_\_\_\_\_   B   \_\_\_\_\_
2. *Mute* matches with \_\_\_\_\_   C   \_\_\_\_\_
3. *Stutter (Stammer)* matches with \_\_\_\_\_   A   \_\_\_\_\_

- (c) How might a speech and language disorder affect a child at school? Give **two** points under **each** heading. (24 marks)

**2 points @ 4 marks each**

Education

1. \_\_\_\_\_  
*\*Difficulty expressing themselves and communicating in class*
- \_\_\_\_\_
- \*Falling behind with school work / learning*
- \_\_\_\_\_
- \*Difficulty reading out loud, participating in drama, etc.*
- \_\_\_\_\_

**2 points @ 4 marks each**

Social

1. \_\_\_\_\_  
*\*Other children bullying or making fun of them*
- \_\_\_\_\_
- \*Difficulty making friends                      \*Behaving badly to distract from disorder*
2. \_\_\_\_\_  
*\*Becoming shy and withdrawn                      \*Not joining in activities*
- \_\_\_\_\_



## Section 5 - Older People

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

9. (a) Outline **four** practical steps that older people can take to prepare their homes for the winter months. (12 marks)

**4 ways @ 3 marks each**

1. \_\_\_\_\_  
*\*Fit / check draught proofing to seal gaps \*Insulate the attic to prevent heat escaping*

\_\_\_\_\_ *\*Lag pipes \*Have fireplaces and chimneys cleaned / inspected to avoid fires*

2. \_\_\_\_\_  
*\*Install smoke detectors / carbon monoxide detectors as a safety measure*

\_\_\_\_\_ *\*Set heating to come on earlier / stay on later to ensure house is consistently warm*

3. \_\_\_\_\_  
*\*Stock up on tinned foods, non perishable items, bottles water etc. for emergencies*

\_\_\_\_\_ *\*Get a spare set of important medications in case it is not possible to get out for them*

4. \_\_\_\_\_  
*\*Buy a pair of shoes with non slip soles \*Replace the rubber on the ends of canes*

\_\_\_\_\_ *\*Ask a family member, friend or neighbour to check on you during bad weather etc.*

- (b) Give **two** reasons why is it recommended that older people receive the flu vaccine. (8 marks)  
**2 reasons @ 4 marks each**

1. \_\_\_\_\_  
*\*It protects against getting the flu*

\_\_\_\_\_ *\*Reduces the risk of complications leading to hospitalisation or death*

2. \_\_\_\_\_  
*\*The flu tends to be more severe in people over 65 years*

- (c) Why is it necessary to receive the vaccine each year? (4 marks)  
**1 @ 4 marks**

\_\_\_\_\_ *\*The flu virus strains change each year so a new flu vaccine has to be given each year*

- (d) What advice would you give to an older person when choosing clothing suitable for wearing in cold weather? (12 marks)  
**3 points @ 4 marks each**

\_\_\_\_\_ *\*Wear clothes in layers as they insulate better and help to keep you warm*

\_\_\_\_\_ *\*Wear a hat as you lose more heat through your head than any other part of the body*

\_\_\_\_\_ *\*Select well insulated shoes / boots and wool socks \*Choose a good winter coat with*

\_\_\_\_\_ *insulation e.g. down filled, good length and a hood \*Choose a warm scarf and long*

\_\_\_\_\_ *gloves \*Wear underwear with long legs / sleeves in very cold weather, etc.*

- (e) Suggest **four practical** ways that you could be a good neighbour to an older person particularly in winter time. (12 marks)

**4 ways @ 3 marks each**

1. \_\_\_\_\_  
*\*Check on your neighbour every day – call in or phone and have a chat*

\_\_\_\_\_

2. \_\_\_\_\_  
*\*Watch out for signs something may be wrong e.g. milk on door step, curtains drawn*

\_\_\_\_\_

3. \_\_\_\_\_  
*\*Offer to do shopping, collect medications etc. \*Take their dog for a walk if they*

\_\_\_\_\_

4. \_\_\_\_\_  
*\*Call in and check that they are warm enough*

\_\_\_\_\_

*\*Bring in fuel e.g. wood and coal so that they don't have to go out in the cold for it*

- (f) Discuss the safety measures that older people can take if it is necessary for them to go outdoors during severe weather conditions. (12 marks)



**3 measures @ 4 marks each**

\_\_\_\_\_

*\*Wear good warm clothes – long coat, hat, scarf, gloves etc.*

\_\_\_\_\_

*\*Wear boots with non slip soles or use clip on anti slip soles with studs*

\_\_\_\_\_

*\*Take short slow steps*

\_\_\_\_\_

*\*Ensure that the rubber tips on canes are not worn or fit with an ice pick-like attachment*

\_\_\_\_\_

*\*Bring a phone so that you can phone for help if you need to*

\_\_\_\_\_

*\*Only go out in daylight e.g. mid day when it's bright but before temperatures drop*

*\*Tell someone you are going out so that they can raise the alarm if you don't return etc.*

10. (a) State **four** benefits of physical activity for older people. (12 marks)

**4 benefits @ 3 marks each**

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

*\*Reduces the risk of coronary heart disease and other medical conditions*

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

*\*Reduces anxiety and depressions and improves mood and feelings*

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

*\*Helps maintain healthy bones, muscles and joints*

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

*\*Gets you out and about meeting people preventing loneliness*

(b) Give **four** reasons why many older people consider it important to continue to drive a car as they get older. (12 marks)

**4 reasons @ 3 marks each**

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

*\*It is important to them that they maintain their independence and are not reliant on*

*others \*They can be spontaneous*

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

*\*Not having a car would present a major life change*

*\*Keeps them warm and dry when getting to places – out of the elements*

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

*\*Important that they don't have to carry shopping etc.*

*\*They don't want to admit / not aware that driving is becoming too challenging*

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

*\*They are worried about how they would get to places if they couldn't drive*

(c) Identify **four** factors that can impact on an older person's ability to drive safely. (12 marks)

**4 factors @ 3 marks each**

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

*\*Taking medications e.g. some can affect concentration reflexes, etc.*

*\*Mobility problems e.g. difficulty looking over ones shoulder*

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

*\*Eyesight problems e.g. blurred vision, night time blindness, trouble seeing traffic*

*lights, road signs, etc.*

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

*\*Hearing problems e.g. not being able to hear cars horns, sirens etc.*

*\*Problems with reflexes e.g. not being able to react quickly enough to brake, getting*

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

*flustered, etc.*

*\*Memory problems e.g. missing exits, getting lost, etc.*

- (d) Describe **two** features that an older person might look for when buying a car that might assist him / her when driving. (8 marks)

**2 features @ 4 marks each**

1. \_\_\_\_\_  
*\*Automatic gears      \*Adjustable steering wheel      \*Large mirrors*
2. \_\_\_\_\_  
*\*Large easy to read gauges      \*Seats with good / easy adjustability*  
*\*Reverse alert bleeper*

- (e) Give **two** points of information on the *free travel scheme*. (8 marks)

**2 points of information @ 4 marks each**

1. \_\_\_\_\_  
*\*Everyone over 66 living in the state is eligible*
- \_\_\_\_\_
- \*It allows free travel on most public transport services*
2. \_\_\_\_\_  
*\*A spouse, civil partner or cohabitant can accompany the person free when travelling*
- \_\_\_\_\_
- \*The pass must be carried and be ready for inspection if requested*

- (f) Discuss **two** *stereotypical assumptions* or *myths* surrounding older people and the ageing process. (8 marks)

**2 discussion points @ 4 marks each**

1. \_\_\_\_\_  
*\*It is a myth that older people are stubborn, and unable to change*
- \_\_\_\_\_
- \*In most cases they have just got into a routine that is familiar to them and suits them*
- \_\_\_\_\_
2. \_\_\_\_\_  
*\*It is a myth that older people are frail and dependent on others      \*The vast*
- \_\_\_\_\_
- majority remain physically fit as well as being able to carry out the tasks of daily living*
- \_\_\_\_\_
- until well into later life etc.*

**Childcare/Community Care  
Practical Course work Examination 2012**

**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: <i>plaque, cavities, fluoride</i> and <i>gingivitis</i>.</li> <li>• General research on topic – why it is important to have healthy teeth</li> <li>• Evidence of consulting at least two sources e.g. books, web sites, etc.</li> <li>• Sources of information identified / bibliography</li> </ul>	<b>20</b>
<b>Planning/ implementation</b>	<p><b>Interview</b></p> <ul style="list-style-type: none"> <li>• Details of how dentist, dental nurse or public health nurse 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 on importance of a care routine for teeth; materials &amp; equipment required; regular dental check-ups)</li> </ul> <p><b>Information booklet</b></p> <ul style="list-style-type: none"> <li>• Evidence of planning the booklet 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>Product</b>	<p><b>Information booklet</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>- why healthy teeth are important</li> <li>- the importance of visiting the dentist for regular check-ups</li> <li>- a care routine for teeth</li> <li>- materials and equipment needed for cleaning teeth.</li> </ul> </li> </ul> <p>(Information appropriate for booklet and suitable for target audience of parents / carers of primary school children)</p> <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 findings/outcomes</b></p> <ul style="list-style-type: none"> <li>• Analysis of findings /outcomes e.g. from research, 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 2012**

**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>• Explanation of <b>four</b> of the following: <i>bacteria, micro-organism, toxocara canis, poisonous, allergy, disinfect.</i></li> <li>• General research on topic – how gardening activities can support a child’s development</li> <li>• Evidence of consulting a t least two sources e.g. books, web sites, etc.</li> <li>• Sources of information identified / bibliography</li> </ul>	<b>20</b>
<b>Planning / implementation</b>	<p><b>Interview</b></p> <ul style="list-style-type: none"> <li>• Details of how member of staff working in a garden centre was identified / selected for interview</li> <li>• Preparation of questionnaire for interview: structure, range, relevance and quality of questions etc.</li> <li>• Interview conducted using pre prepared questionnaire and responses recorded (interview focus on: gardening activities for children, easy to grow flowers, materials &amp; equipment required, safety/hygiene factors)</li> </ul> <p><b>Information booklet</b></p> <ul style="list-style-type: none"> <li>• Evidence of planning the booklet 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>Product</b>	<p><b>Information booklet</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>- simple ideas (5) for gardening activities suitable for preschool children</li> <li>- materials and equipment needed for gardening</li> <li>- how gardening activities can support a child’s development</li> <li>- safety and hygiene practices for young children when gardening.</li> </ul> </li> </ul> <p>(Information appropriate for booklet and suitable for target audience of parents / carers of pre-school children)</p> <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 findings /outcomes</b></p> <ul style="list-style-type: none"> <li>• Analysis of findings e.g. from research, &amp; 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</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>





