



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate Applied 2018

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.

Childcare / Community Care

Marking Scheme

240 marks

Directions to Candidates

1. 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.
2. Each question carries 60 marks.

| Credit | Mark range |
|--------|------------|
| 12 | 240 – 204 |
| 11 | 203 – 187 |
| 10 | 186 – 170 |
| 9 | 169 – 153 |
| 8 | 152 – 136 |
| 7 | 135 – 120 |
| 6 | 119 – 103 |
| 5 | 102 – 86 |
| 4 | 85 – 69 |
| 3 | 68 – 52 |
| 2 | 51 – 36 |
| 1 | 35 – 19 |
| 0 | 18 - 0 |

Section 1 - The Care of Babies and Young Children

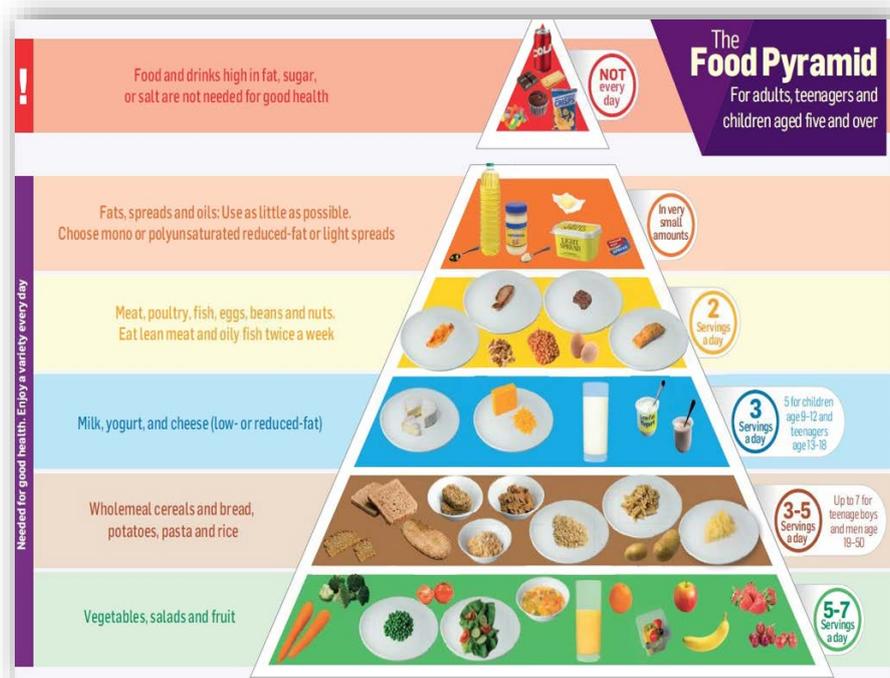
Attempt either Question 1 **or** Question 2 if answering this section.
Each question carries 60 marks.

1. (a) State **four** advantages of *planning* meals for children. (12 marks)

4 advantages @ 3 marks each

1. *children eat healthier meals; know what is in the food;*
2. *avoids eating out; ordering unnecessary take-aways;*
3. *avoids food wastage; only buy what you need/have planned for;*
4. *saves money; saves time; etc.*

- (b) Shown below is a diagram of the *food pyramid*.
Outline **three** ways the food pyramid could be useful when planning meals for children. (12 marks)



www.safefood.eu

3 ways @ 4 marks each

1. *provides guidance on how different foods and drinks can contribute towards a healthy balanced diet;*
2. *indicates on each shelf the recommended number of servings each day for the food on that shelf;*
3. *shows that the foods on the top shelf should not be consumed more than once or twice a week; etc.*

- (c) Suggest **four** other sources of information that could be helpful when planning meals for children. (12 marks)

4 sources @ 3 marks each

1. *nutritionist; community health nurse;*
2. *supermarket/pharmacy leaflets; food related magazines; recipe books;*
3. *TV food programmes; websites;*
4. *other parents/carers/friends; etc.*

- (d) List **four** healthy snack foods suitable for children. (12 marks)

4 foods @ 3 marks each

1. *fruits e.g. apples, bananas, strawberries etc.; yogurt;*
2. *cheese; vegetable sticks e.g. carrots, celery, cucumber etc.;*
3. *hummus; baby tomatoes;*
4. *raisins; hard boiled eggs; etc.*

- (e) Discuss the effects of too much sugar in the diet. Give **three** points. (12 marks)

3 effects @ 4 marks each

1. *can lead to weight gain/obesity;*
2. *can affect mood; leads to cavities in the teeth/tooth decay;*
3. *can lead to type 2 diabetes; etc.*

2. (a) Identify **four** signs a baby is teething. (12 marks)

4 signs @ 3 marks each

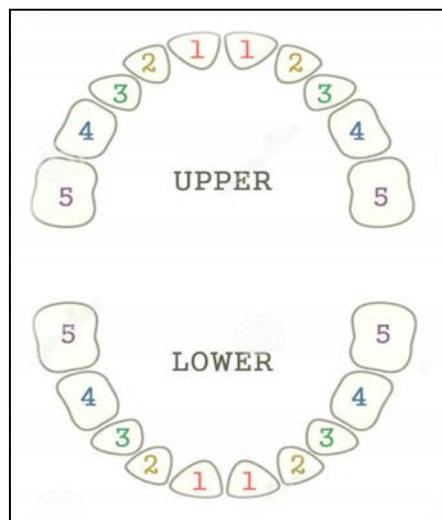
1. *drooling /dribbling; swollen gums; sore looking/red gums; slight rise in temperature;*
2. *flushed cheeks; tooth visible below gum; sore bottom; runny nose; loose stools;*
3. *irritability; trouble sleeping; trying to bite/chew on everything;*
4. *rejecting food; grabbing at ears; putting hand in mouth; etc.*

(b) State the average age a baby starts teething. (6 marks)

1 point @ 6 marks

4 - 8 months

(c) Shown below is a diagram of a child's first set of teeth (*milk teeth*). (6 marks)



www.123rf.com

1 point @ 6 marks

Indicate in the box the teeth that usually appear first.

| |
|---|
| 1 |
|---|

(d) Suggest **three** ways to soothe teething pain. (12 marks)

3 ways @ 4 marks each

1. *rub gums gently with your little finger;*
2. *use a chilled teething ring; offer cool drinks;*
3. *distract the baby;*
4. *use pain relief medication for children or a teething gel; etc.*

(e) Shown below are photographs of toothbrushes. Select **one** toothbrush, A or B suitable for a baby. Give **three** reasons for your selection.



www.smilemakers.com



www.romper.com

Indicate in the box the toothbrush selected, A or B

Reasons for selecting the toothbrush

(12 marks)

3 reasons @ 4 marks each

1. *colour; design;*
2. *shape of handle - easy for parent to grip when brushing baby's teeth;*
3. *soft looking bristles; size of brush head - easy to fit in little mouth; etc.*

(f) Discuss the importance of caring for a baby's teeth. Give **three** points.

(12 marks)

3 points @ 4 marks each

1. *for health and development e.g. chewing food;*
2. *practices such as giving a baby a bottle of milk or juice at bedtime can result in cavities;*
3. *if a baby tooth is lost too early other teeth can move into the spaces and make it difficult for new teeth to find spaces, resulting in crowded or crooked teeth; etc.*

Section 2 - Child Development and Play

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

3. (a) Suggest **four** reasons a child might enjoy playing with a *play kitchen*. (12 marks)



www.independent.co.uk

4 reasons @ 3 marks each

1. *can play alone or with other children;*
2. *enjoy imitating their parents in the kitchen;*
3. *can use their imagination to do different things with the kitchen e.g. cook, wash etc.;*
4. *are familiar with many of the objects/items/equipment found in the kitchen; enjoy practicing everyday life skills; play kitchen can come with lots of accessories; etc.*

- (b) List **four** items that would support role-play with a play kitchen. (12 marks)

4 items @ 3 marks each

1. *bowls; wooden spoon; cutlery; delph; jug; tray;*
2. *saucepans; play toaster; play kettle; wooden or felt fruit/vegetables;*
3. *apron; tea towels; dustpan and brush;*
4. *clothes line; clothes horse; clothes pegs; mini ironing board; play iron; etc.*

- (c) How can a play kitchen support a child's development?
Give **two** examples for **each** area below.

Maths development

(6 marks)

2 examples @ 3 marks each

1. *counting items e.g. plates, cups etc.; sorting items e.g. vegetables and fruit;*
2. *sharing items between two people; dividing items e.g. play pizza into quarters etc.; pouring different amounts of liquid; etc.*

Language development

(6 marks)

2 examples @ 3 marks each

1. *learning the names of kitchen items, accessories, foods etc.;*
2. *following/giving directions; talking to friends while playing with the kitchen; etc.*

- (d) Identify **four** other examples of pretend play / role-play activities.

(12 marks)

4 examples @ 3 marks each

1. *dressing up as characters e.g. pirates, princess, superheroes etc.;*
2. *playing mummies and daddies;*
3. *playing shop; playing having a tea party, picnic etc.;*
4. *playing hospitals - doctors and nurses; etc.*

- (e) Discuss: 'A play kitchen is suitable for both boys and girls'.
Give **three** points.

(12 marks)

3 points @ 4 marks each

1. *all children should have access to and opportunities to play with all types of toys;*
2. *no toy should be labelled or targeted specifically at girls or at boys; both boys and girls equally enjoy playing with a play kitchen;*
3. *a play kitchen is best if it is a gender neutral colour rather than e.g. pink which sends out the message that it is for girls; etc.*

4. (a) Identify **four** factors a family might consider before getting a family pet. (12 marks)

4 factors @ 3 marks each

1. *level of care and commitment required to look after the pet;*
2. *type and size of the pet; family allergies;*
3. *vets costs; food costs; grooming costs if required;*
4. *where the pet will live; size of your house and garden; will the pet be indoors/outdoors; etc.*

(b) Suggest **three** reasons why a family might choose a dog as a pet. (12 marks)



www.nspt4kids.com

3 reasons @ 4 marks each

1. *easy to interact with; they are loyal, devoted and affectionate;*
2. *can be taken for walks; help to keep family members fit and active;*
3. *provide a source of unconditional love; are good companions; help children take responsibility e.g. for feeding, walking dog etc.; can help to boost morale/make people feel good; etc.*

(c) How can a dog help a child to be more *responsible*? Give **four** examples. (12 marks)

4 examples @ 3 marks each

1. *a dog needs to be fed at particular times, children can help to feed the dog;*
2. *when the dogs water bowl is empty they can refill it with water;*
3. *can help to wash the dog or brush his/her hair; can clean up after dog;*
4. *can exercise/walk the dog; can help to train the dog; etc.*

(d) Outline **three** ways a dog can support a child's *emotional development*. (12 marks)

3 ways @ 4 marks each

1. *child can talk to the dog and tell him what they are thinking, feeling etc.;*
2. *dog provides unconditional love;*
3. *a dog is a great friend and companion; raises the self-esteem of a child; etc.*

(e) Discuss how a parent / carer might help a child to deal with the death of a family pet.
Give **three** points. (12 marks)

3 points @ 4 marks each

1. *talk to the child; be honest about what happened;*
2. *do not try to hide your own feelings;*
3. *have a good-bye ritual;*
4. *read age appropriate books about pet death; etc.*

Section 3 - Parenting and Care Provision

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

5. (a) Give **four** reasons why many teenagers have babysitting jobs. (12 marks)



<http://www.theactiveclass.com>

4 reasons @ 3 marks each

1. *part-time work; fits in around school schedules;*
2. *work is in local area; provides experience in childcare;*
3. *provides pocket money;*
4. *it can be low paid so older students are often not interested in the work; it provides a good first experience of working; etc.*

- (b) Identify **six** skills or qualities needed to be an effective babysitter. (12 marks)

6 skills or qualities @ 2 marks each

1. *dependable; friendly;*
2. *patience; likes children; knowledgeable about children; creative;*
3. *safety conscious; first-aid certificate holder; thinks on their feet;*
4. *can change a nappy; can make a bottle; can feed a baby;*
5. *good communicator ;*
6. *previous experience; etc.*

(c) Suggest **four** ways that babysitting skills can be developed / improved. (12 marks)

4 ways @ 3 marks each

1. *doing a babysitting course;*
2. *reading childcare books;*
3. *watching childcare TV programmes or nanny programmes e.g. Supernanny;*
4. *watching other babysitters; learning from parents; learning on the job by doing; etc.*

(d) Outline **four** reasons why a parent should *brief* a babysitter before a babysitting session begins. (12 marks)

4 reasons@ 3 marks each

1. *babysitter knows what the family expects of them;*
2. *know how to contact a parent;*
3. *learn about the children he/she is babysitting e.g. feeding, changing, time for bed etc.;*
4. *know their way around the house and where to find what is needed; knows what to do in an emergency; etc.*

(e) Discuss **three** concerns a teenager might have about a babysitting job. (12 marks)

3 concerns @ 4 marks each

1. *dealing with children that misbehave; children that won't go to bed;*
2. *parents that stay out very late; what to do in an emergency;*
3. *food preparation/bottle preparation; sick child; how they are going to get home; etc.*

6. (a) State **four** reasons why some parents need childcare arrangements. (12 marks)

4 reasons @ 3 marks each

1. *both parents are working, need their children looked after when they are at work;*
2. *a new baby in the family, childcare arrangements needed to give parents some extra time with the new baby;*
3. *flexibility to engage in their own hobbies/interests;*
4. *single parents might need some extra help/support with childcare; one parent might be ill/in hospital; offers the opportunity to children to socialise with other children; etc.*

(b) Suggest **four** ways parents could source (find) suitable childcare. (12 marks)

4 ways @ 3 marks each

1. *recommendations from other parents, friends etc.;*
2. *internet;*
3. *childcare database e.g. childcareireland.ie;*
4. *local newspapers; notice boards in supermarkets; etc.*

(c) Identify **four** different types of childcare services / arrangements. (12 marks)

4 types @ 3 marks each

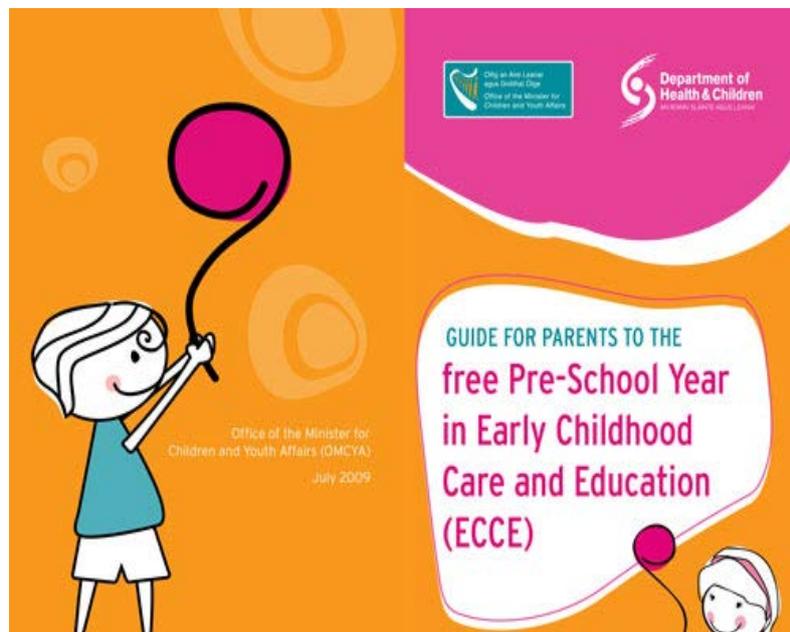
1. *nanny; au-pair;*
2. *childminder in parents own home; childminder in minders home;*
3. *day care; crèche/nursery;*
4. *playschool; naionrai; Montessori school; afterschool care; etc.*

(d) Outline **four** factors that influence parents' choice of childcare. (12 marks)

4 factors @ 3 marks each

1. *cost/affordability; availability; opening hours;*
2. *suitability of location; reputation;*
3. *recommendations from other parents;*
4. *previous experience e.g. their other children attended the childcare; etc.*

(e) Give **three** points on the Early Childhood Care and Education (ECCE) scheme. (12 marks)



www.dcy.gov.ie

3 points @ 4 marks each

1. *provides early childhood care and education for children of preschool age; children should be over 3 years and under 5.5 years;*
2. *the state pays a capitation fee to participating playschools and childcare services;*
3. *a preschool service is provided free to a child for 3 hours a day during term time; additional hours can be paid for; 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** disabilities / conditions that can affect *mobility*. (12 marks)

4 @ 3 marks each

1. *quadriplegia; back problems;*
2. *paraplegia; cerebral palsy;*
3. *spina bifida; amputation;*
4. *arthritis; muscular dystrophy; etc.*

- (b) Why is it important to support people with disabilities who wish to live in their own homes?
Give **four** reasons. (12 marks)

4 reasons @ 3 marks each

1. *they can live as independently as possible;*
2. *they can have choice and control over their lives;*
3. *for their personal space and privacy;*
4. *to avoid having to resort to institutional living; etc.*

- (c) Identify **four** ways of getting information / advice on home alterations for a person with a disability. (12 marks)

4 ways @ 3 marks each

1. *consult an architect; an occupational therapist;*
2. *websites; check Citizens Information website;*
3. *Local Authority; talk to people with disabilities who have carried out home alterations; consult builders and trades people; etc.*

- (d) What factors would a person with a disability need to consider when buying a house? Identify **two** different factors under **each** heading below.



www.bigvaluebanners.co.uk

Entrance to the house

(8 marks)

2 factors @ 4 marks each

1. *wide doorway; step free entrance to home i.e. ramps;*
2. *exterior walkway and entrance well lit; entrance free of tripping hazards; etc.*

Layout of the house

(8 marks)

2 factors @ 4 marks each

1. *multi-storey - can the upstairs be accessed with a stair lift;*
2. *does the ground floor have a bedroom; accessible bathroom downstairs/upstairs; rooms big enough to be able to get around easily in wheelchair; layout of the kitchen; cabinets at the right height; etc.*

Garden area

(8 marks)

2 factors @ 4 marks each

1. *flat areas that are paved; hand rails; raised flower beds;*
2. *non slip surfaces; ramps rather than steps; etc.*

8. (a) Identify **four** causes of *visual impairment*.

(12 marks)



www.woman.thenest.com

4 causes @ 3 marks each

1. *glaucoma; cataract;*
2. *diabetic retinopathy; age related degeneration;*
3. *injury to the eye; infection;*
4. *inherited conditions; cancer of the eye; etc.*

(b) Outline **four** ways a visual impairment might affect a person's lifestyle.

(12 marks)

4 ways @ 3 marks each

1. *loss of mobility; more prone to falls/injury;*
2. *loss of confidence ; risk of depression;*
3. *can limit ability to perform everyday tasks;*
4. *more dependent on others for help/support; affects ability to work; range of employment options on offer limited; etc.*

- (c) Name **three** aids / supports available to a person with a visual impairment. (24 marks)
Explain how **each** aid / support helps the person.

(Name = 4 marks each, Explanation: 1 point @ 4 marks each) X 3

Hand held / table stand magnifier: comes in different strengths, can be used to help read print e.g. restaurant menus, labels; are portable; different sizes; can fit into a pocket or handbag; etc.

Talking watch: at the push of a button you can listen to the time, day, date and year; etc.

Cane: helps the user to scan their environment for obstacles; alerts other people that the person using the cane has a visual impairment; etc.

Accept: talking alarm clock with temperature; talking keychain; liquid level indicator; etc.

- (d) Give **three** points on the role of the association 'Irish Guide Dogs for the Blind'. (12 marks)



www.guidedogs.ie

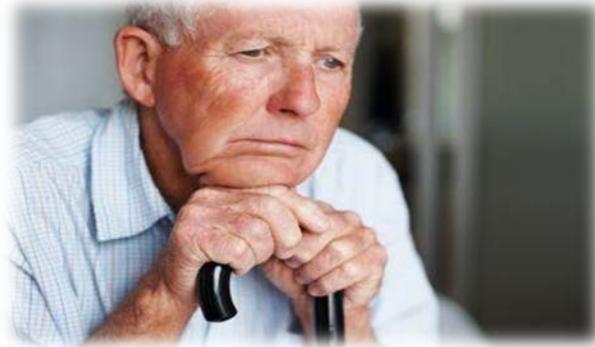
3 points @ 4 marks each

1. is a registered charity; works with a strong network of volunteers;
2. trains guide dogs; train assistance dogs to support the families of children with autism;
3. helps people who are vision impaired to achieve greater independence and mobility; helps people to become more independent and more mobile; etc.

Section 5 - Older People

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

9. (a) Identify **four** possible challenges faced by older people living alone. (12 marks)



www.thehealthsite.com

4 challenges @ 3 marks each

1. *feeling of loneliness ; isolation; security e.g. risk of being broken into; financial concerns e.g. managing on a pension, paying bills;*
2. *long or difficult journeys to keep hospital/medical appointments e.g. rural areas;*
3. *preparing healthy balanced meals e.g. not feeling motivated to prepare a meal for one;*
4. *getting out in bad weather to do shopping, collect pension; etc.*

- (b) Suggest **four** reasons why many older people want to stay in their own homes. (12 marks)

4 reasons @ 3 marks each

1. *to be independent; to be in charge of their own daily decision making;*
2. *are used to their surroundings; want to continue to be part of their local community;*
3. *fear of change; fear of losing their home;*
4. *do not realise fully their need for care/support; etc.*

(c) Indicate **four** ways that older people can stay *socially connected* with others. (12 marks)

4 ways @ 3 marks each

1. *join a special interest club e.g. book club, garden club, craft club, bridge club etc.;*
2. *join an association for retired people e.g. active retirement Ireland;*
3. *do voluntary work; visit local places e.g. the library, church;*
4. *help with grandchildren; participate with social networks online; telephone/chat to friends; etc.*

(d) Outline **four** reasons why a *Home Help Service* can be of value to older people. (12 marks)

4 reasons @ 3 marks each

1. *older people can continue to live in their own homes for as long as possible;*
2. *avoids the necessity to go into a home/residential facilities;*
3. *can continue to maintain some independence and do as much as possible for themselves; helps to keep them active;*
4. *can reduce admissions to hospital as older people are being checked on more regularly, minor illnesses are monitored, dealt with; etc.*

(e) Describe the role of *Adult Day Care Centres*. Give **three** points. (12 marks)

3 points @ 4 marks each

1. *a non-residential facility; provides a social outlet;*
2. *rehabilitative services can be provided e.g. after a hospital admission;*
3. *services vary but can include meals, activities, chiropody, health monitoring etc.; transport to and from the centre is usually provided; etc.*

10.(a) State **four** effects of ageing.

(12 marks)

4 effects @ 3 marks each

1. *skin becomes drier; skin becomes wrinkled;*
2. *hair greys; hair thins; memory loss;*
3. *bones shrink in size and density; muscles loose strength and flexibility;*
4. *heart rate slows down; hearing loss; decline in vision; loss of bladder control; etc.*

(b) Identify **four** signs that might indicate that an older person should not be driving. (12 marks)



www.thinkstockphotos.com

4 signs @ 3 marks each

1. *eye sight has deteriorated; hearing loss;*
2. *may not find their way, even on roads they know; cars or people walking seem to appear out of nowhere;*
3. *friends and family are worried about their driving; others on the road honk their horns at them increasingly;*
4. *beginning to have accidents, bumps, scratches etc.; misjudging distances; confusing break and accelerator; driving is becoming stressful; getting angry with other drivers; etc.*

(c) Suggest **four** reasons why an older person might be reluctant to give up driving. (12 marks)

4 reasons @ 3 marks each

1. *not ready to admit that they have reached this stage in life;*
2. *afraid of losing their independence;*
3. *used to having transport from their door;*
4. *not used to other forms of transport so feeling vulnerable; etc.*

(d) List **four** alternative modes (types) of transport that an older person could use. (12 marks)

4 modes (types) @ 3 marks each

1. *Bus; train;*
2. *Luas; bicycle;*
3. *walking; lift from a friend, neighbour etc.;*
4. *taxi; shuttle service; etc.*

(e) Describe the *Free Travel Scheme*. Give **three** points. (12 marks)

3 points @ 4 marks each

1. *available to people over 66 years who are permanently resident in Ireland;*
2. *people can travel free on all state public transport e.g. bus, rail and LUAS;*
3. *the person's partner, even if they are under 66 years, can travel free only when they are travelling together; there are no restrictions on the times when people can travel; etc.*

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