

Leaving Certificate Applied 2005

Vocational Specialism –
Childcare/Community Care
(240 marks)

Monday, 8th June
Afternoon, 2.00 to 3.30

**Marking Scheme
and
Summarised Answers.**

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.

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) Explain the term *teething*. **1 @ 6 marks** (6 marks)

Period when babies cut their teeth i.e. when teeth start to appear through the
gums

- (b) List **four** signs that might indicate that a baby is teething. (12 marks)
4 @ 3 marks each

1. *Red patches on cheeks*

2. *Chewing fists*

3. *Dribbling more than usual*

4. *Painful gums*

- (c) What is the average age when a baby's teeth start to appear? (6 marks)
1 @ 6 marks

6 months

- (d) Explain the difference between *milk teeth* and *permanent teeth*. (12 marks)
4 points @ 3 marks

3 marks

Milk teeth *(These are the first teeth or baby teeth).*

3 marks

(There are 20 milk teeth)

[3] marks

(which fall out from approx. 5 yrs of age onwards).

3 marks

Permanent teeth *(Permanent teeth replace the milk) &*

3 marks

(start to come through at about 6 yrs old).

[3] marks

(When complete there are 32 teeth)

- (e) List **four** examples of snacks that could be included in a young child's diet to ensure healthy teeth. **4 @ 3 marks each.** (12 marks)

1. Fresh fruit eg. Apples
2. Raw vegetables eg. Carrot sticks, celery
3. Bread sticks, rusks
4. Cheese

- (f) Describe a routine for the care of a four-year-old child's teeth. (12 marks)
4 @ 3 marks each

- **Daily**
 - Brush teeth at least twice a day - morning & night & after meals
 - Brush teeth up and down and not from side to side
 - Avoid sweets and sugary and sticky foods and drinks that promote tooth decay
 - Eat healthy snacks between meals
 - Include foods and drinks in the diet that promote the growth of healthy teeth and gums e.g. milk and cheese
 - **Every 6 months**
 - Visit the dentist
-
-
-

2. (a) Explain the term *balanced diet*. (8 marks)

2 parts to explanation @ 4 marks each.

4 marks

(a diet that contains enough of all the nutrients / foods from the four food groups)

4 marks

(that the body needs to grow and stay healthy)

(a diet that includes all the nutrients in correct proportion to the needs of the body)

(b) Why is it necessary to wean a baby? (8 marks)

2 @ 4 marks each

• *A baby is still hungry after a feed*

• *A baby is gaining weight less quickly*

• *To provide the nutrients the baby needs*

• *By chewing solid foods the development of jaw and speech are helped*

(c) At what age is it usual for a baby to be weaned? (12 marks)

1 @ 4 marks

4 – 6 months

List **two** effects of weaning a baby too early.

2 @ 4 marks each

• *Baby may become too fat*

• *Allergies to foods may be developed* • *Indigestion*

(d) What are the differences between *commercially prepared* weaning foods and *home prepared* weaning foods? (12 marks)

2 points @ 3 marks each

Commercially prepared • *These include tins, jars and packets of baby food that are already prepared.*

• *They are quick & easy to use.* • *May contain additives*

• *They tend to be more expensive than home prepared foods*

2 points @ 3 marks each

Home prepared • *These are prepared at home e.g. from the same foods as other family members are eating.* • *More natural*

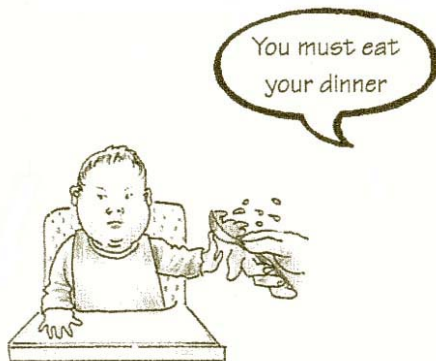
• *They provide a better range of tastes and textures*

• *They are cheaper if using ingredients that are being used for family meals*

- (e) Indicate with a tick (✓) whether **each** of the following statements is true **or** false.
5 points @ 2 marks each (10 marks)

| | | TRUE | FALSE |
|----|---|------|-------|
| 1. | New foods should be introduced to a baby one at a time. | ✓ | |
| 2. | Babies have usually learnt to chew by 3 months. | | ✓ |
| 3. | It is safe to add salt to a baby's weaning food. | | ✓ |
| 4. | Babies need to have a mouthful of teeth before they can be given any weaning foods. | | ✓ |
| 5. | Skimmed milk is not recommended for babies or young children. | ✓ | |

- (f) Shown in the drawing is one approach that a parent / carer might take when feeding a baby. Suggest giving a reason **one** other approach. (10 marks)
2 developed points @ 5 marks each.



- *Don't force a baby to eat as this will*

Make this time stressful for the baby & the parent/carer.

- *Try letting baby feed him/herself if he/she is able e.g. with finger foods.*

Position high chair away from walls &

from walls & cover floor to keep mess to a minimum if offering him/her a little

plastic bowl of food & spoon.

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 **three** reasons why play is important for children. (12 marks)

3 @ 4 marks each

1. • *It is fun*
2. • *It provides learning opportunities.*
3. • *It supports development*
• *It reduces stress/aggression.* • *Socialisation*

(b) Explain how **each** of the following play activities might support a child's development. **4pts@ 3 marks** (12 marks)

2 @ 3 marks



- *Filling containers with sand supports hand eye co-ordination and physical development.*
- *Imagination is developed when child creates shapes, scenes etc. with sand.*
- *Child can express emotions through sand play e.g. pleasure, release stress etc.*

2 @ 3 marks



- *Socialisation developed while playing/ dressing up with others and pretending to be other people.*
- *Language developed through role play.*
- *Imagination developed by acting out.*

- (c) List **six** items other than toys that could be given to children to support their imaginative play (pretend play / role play). (12 marks)

6 @ 2 marks each.

1.
 - *Clothes, hats, bags, for dressing up.*

2.
 - *Pots and pans for percussion session.*

3.
 - *Blankets, rugs, cushions etc. to make a den.*

4.
 - *Empty food containers etc. to make a shop.*

5.
 - *Raise cardboard boxes to make imaginary cars etc.*

6.
 - *T. Rolls, Cardboard, wood material etc. for art/craft.*
 - *Kitchen cupboard ingredients e.g. pasta to arrange on a tray & make patterns*

What safety factors should be considered when selecting these items? (12 marks)

3 @ 4 marks each.

- *Suitable for age of child/ stage of development.*

- *No sharp edges, cracks, staples, splinters etc.*

- *No broken parts*

- *No very small parts for young children*

- *Non toxic*

- *No risk of smothering.*

- (d) Children sometimes use stereotypes in their imaginative play (pretend play / role play). Give **two** examples to illustrate how this might happen. (12 marks)

2 examples @ 6 marks each.

1. *Girls taking on the role of mother in the play house, cleaning, cooking etc.*

2. *Boys playing cowboys and Indians / cops and robbers etc.*

4. (a) Explain the term *physical development* and give **two** examples. (10 marks)
explanation of term = 4 marks

Physical Development Process by which children gain control of their
movements and the body is developed.

2 examples @ 3 marks each.

Example 1 Fine motor development e.g. drawing.

Example 2 Gross motor development e.g. running, kicking a ball.

- (b) List **four** reasons why physical activity or physical play is important for children. (12 marks)
4 @ 3 marks each.

1. • Develops muscles. • Prevents obesity

2. • Develops hand eye co-ordination.

3. • Develops fine manipulative skills

4. • Enables skills to be practiced.

• Prepares for the next stage of development.

- (c) Identify **six** factors that should be kept in mind when selecting toys or items of play equipment for children. (18 marks)
6 @ 3 marks each.

1. Age.

2. Stage of development.

3. Interest of child/children.

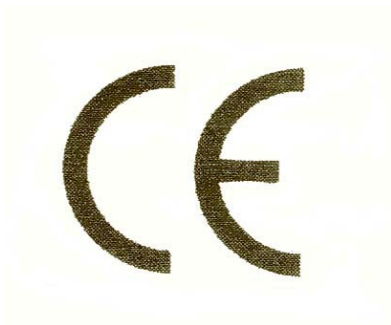
4. Play value.

5. Cost.

6. Can be used by one or more children.

Safety.

- (d) What does the symbol below mean when found on a toy or item of play equipment? (8 marks)



2 parts @ 4 marks each.

The toy meets the requirements of the E.U. toy

safety directive and is safe for children to

play with.

- (e) List **two** different toys or items of play equipment that would encourage children of **each** of the following ages to take part in physical activity or play. (12 marks)

| Age | Toys or items of play equipment |
|-----------|---|
| 12 months | <p>2 @ 2 marks each.</p> <ul style="list-style-type: none"> • <i>Pull along toys.</i> <p>1. _____</p> <ul style="list-style-type: none"> • <i>Stacking bricks</i> <p>2. _____</p> <ul style="list-style-type: none"> • <i>Books e.g. board books, texture books etc.</i> |
| 3 years | <p>2 @ 2 marks each.</p> <ul style="list-style-type: none"> • <i>Ball</i> • <i>Posting box</i> <p>1. _____</p> <ul style="list-style-type: none"> • <i>Tricycle</i> • <i>Peg board</i> <p>2. _____</p> <ul style="list-style-type: none"> • <i>Crayons</i> • <i>Simple puzzles</i> |
| 6 years | <p>2 @ 2 marks each.</p> <ul style="list-style-type: none"> • <i>Board games</i> • <i>Swing</i> <p>1. _____</p> <ul style="list-style-type: none"> • <i>Puppets</i> • <i>Climbing frame</i> <p>2. _____</p> <ul style="list-style-type: none"> • <i>Construction toys etc.</i> • <i>Trampoline</i> |

Section 3 - Parenting and Care Provision

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

5. (a) Families have changed greatly over the last fifty years and there are now many different family structures and arrangements.
Match the family structures / arrangements with the correct descriptions.
Write the answers in the spaces below.

(15 marks)

| | Family structure / arrangement | | Description |
|----|--------------------------------|-----|--|
| 1. | Nuclear family | (a) | Children who are not related to the family, live with and are cared for by the family. |
| 2. | Extended family | (b) | The mother and father live together with their children. |
| 3. | Lone parent family | (c) | A family where one child is the natural child of one partner in the marriage but not the other. |
| 4. | Step family | (d) | A single parent either the mother or the father lives with and takes care of the children alone. |
| 5. | Foster family | (e) | Additional people live with the family e.g. grandparents or grandchild. |

5 @ 3 marks each.

1. b 2. e 3. d 4. c 5. a

- (b) List **three** possible effects of teenage pregnancy on teenagers **and** on their families.
(18 marks)

3 @ 3 marks

Effects on teenagers

1.
 - *Worry/stress*
 - *May affect education e.g. leave school younger or miss time from school*

2.
 - *May affect availability for work or type of job that can be held down.*
 - *Greater health risks for teenage girls who become pregnant.*

3.
 - *Need to take a lot of additional responsibility at a young age.*
 - *Will affect social life.*

Effects on families

3 @ 3 marks

1.
 - *Family may need to support the teenager financially.*

2.
 - *Family may need to raise the child or support the raising of the child / help with parenting.*

3.
 - *May cause stress.*
 - *May cause arguments.*
 - *Concerns e.g. overcrowding, change in household routine.*

- (c) List **four** sources of help, information or advice available to a teenager who becomes pregnant. **4 @ 3 marks each.** (12 marks)

1.
 - *Parents.*
 - *Organisations e.g. Cura.*

2.
 - *School / teachers.*
 - *Medical Centre / Clinic*

3.
 - *Doctor.*

4.
 - *Clergy.*

- (d) Describe how becoming a parent can change your life. (15 marks)
3 points @ 5 marks each.

Extra workload.

Lack of sleep or interrupted sleep.

Additional costs.

Additional responsibilities.

Change in routine.

Less time for yourself and your partner.

Responsible for baby 24 hours a day – totally dependent on you for everything.

Fulfilling / satisfying.

Close bond / relationship.

6. (a) The parents of a six month old baby are looking for a regular babysitter. They plan to use the methods listed below to find the babysitter. List **one** advantage and **one** disadvantage of **each** method. (12 marks)

Advertise in a local newspaper 1 @ 3 marks

Advantage • Could generate a large number of replies quickly.
• Offers choice.

1 @ 3 marks

Disadvantage • Applicants may be unknown to the parents.
• Applicants will need to be interviewed – short listing may be required.
• There will be a charge for the ad.

Ask a neighbour with young children to recommend a babysitter

1 @ 3 marks

Advantage • Likely that the babysitter will live locally.
• Neighbour has experience of children & knows what parents are looking for.
• No advertising costs.

1 @ 3 marks

Disadvantage • They may be obligated to use the person recommended.
• Could be embarrassing if it doesn't work out.

- (b) List **four** personal qualities that parents should look for when selecting a babysitter. (12 marks)

4 @ 3 marks each.

1. • Caring. • Good time-keeper.
2. • Reliable • Positive role-model
3. • Trustworthy • Energetic
4. • Likes children • Patience

- (c) What questions should a parent ask when interviewing a new babysitter? (24 marks)
4 @ 3 marks each.

Age and stage of schooling.

What experience has she/he had of caring for children?

Has he/she taken any classes that would help to prepare him/her for babysitting?
 e.g. first-aid cert.

How would she/he respond to particular scenarios described by the parent.

What does he/she know about children of a particular age?

Does he/she have references.

When is she/he available.

Expected payment etc..

What questions should the babysitter ask the parent during the interview?

4 @ 3 marks each.

• *How many children will you be babysitting?*

• *Ages?*

• *Any special needs.*

• *Bed times*

• *Previous babysitters?*

• *Likes/dislikes?*

• *References?*

• *Foods?*

• *Medicines?*

(d) Outline **three** responsibilities that parents have in relation to their babysitter.

3 @ 4 marks each.

(12 marks)

1. • *Outline clearly the babysitter's duties and responsibilities.*

• *Safe environment for babysitter*

2. • *Ensure that they (parents) are contactable while out.*

• *Leave other relevant contact numbers e.g. neighbour*

3. • *Ensure that the babysitter knows what to do in an emergency /ire etc.*

• *Ensure that the babysitter gets home safely.*

• *Pay the babysitter the going rate.*

• *Be home on time.*

Section 4 - People with Special Needs

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

7. (a) Explain the term *special needs*. **1 @ 8 marks.** (8 marks)

The term 'special needs' refers to a diverse range of needs often caused by a

medical, physical, mental or developmental condition or disability.

Children with special needs are those who suffer from disabilities which impede

their development by interfering with growth or the normal functioning of the body

or the ability to learn

- (b) List **four** difficulties that children with special needs may experience in school in relation to their learning. **4 @ 3 marks each.** (12 marks)

1. *• Keeping up with his/her peers.*

2. *• Poor handwriting. • Difficulty with sequence.*

3. *• Difficulty with reading. • Difficulty communicating.*

4. *• Difficulty with spelling. • Difficulty with number work*
• Poor concentration. • Poor memory
• Difficulty seeing the relationship between things.

- (c) State how a school could support a child who has special needs in each of the following areas: visual impairment; mobility. (12 marks)

2 pts @ 3 marks

Visual impairment *- Partner with another child to help orientate them.*

- Organise Braille textbooks, large print or materials on cassette as appropriate

- Provide tactile aids e.g. textured /embossed letters, tactile maps etc.

- Talk to child about what you are doing, what is happening around him / her.

- Provide a Special Needs Assistant etc.

Mobility **2 pts @ 3 marks**

- Ensure desks are at the correct height for wheelchairs.

- Avoid too many room changes.

- Partner children to help with doors, carrying of books .

- Provide classrooms on the ground level etc.

- (d) What is the difference between a *mainstream school* and a *special school*?
Give **one** advantage and **one** disadvantage of each. (18 marks)

1 @ 3 marks.

Mainstream school _____

This school caters for all pupils in the local area including those with special educational needs.

1 @ 3 marks

Advantage _____
• Child can attend school locally. • Gets to know other children in the community. • Good for socialisation. • Helps children to accept each other

1 @ 3 marks.

Disadvantage _____

• Usually less resources are available to the child.

• May not be fully included in the school.

1 @ 3 marks

Special school _____

This school specialises in catering for children with

special educational needs and disabilities.

1 @ 3 marks

Advantage _____

• Teachers specially trained to teach children with specific disabilities

• Specially adapted buildings.

• Higher ratio of teachers to children.

1 @ 3 marks.

Disadvantage _____

• Child often has to live away from home.

• If in a residential school doesn't get to know people locally.

• Has few if any friends locally. • May have to travel long journeys to school

- (e) Write a note on **one** voluntary organisation that provides support to people with special needs. (10 marks)

1 @ 2 marks

Name of voluntary organisation _____
e.g. Enable Ireland.

2 points @ 4 marks

Work carried out _____
- Helps those who use their service achieve maximum independence.

- Provides assessment/ treatment by an inter – disciplinary team.

- Respite care.

- Summer projects.

- Training.

- Support children who opt to attend mainstream school.

- Website.

- Fundraising.

8. (a) Explain the difference between a *physical* disability and a *learning* disability.
2 parts @ 3 marks each. (12 marks)

3 marks

Physical disability (affects the body inc).

3 marks

(Normal growth and development are affected).

2 parts @ 3 marks each.

Learning disability _____

3 marks

(affects the brain).

3 marks

(resulting in a level of intelligence that is usually lower than average).

- (b) Indicate with a tick (✓) whether **each** of the following special needs is a physical disability or a learning disability. (12 marks)

| | | Physical disability | Learning disability |
|----|--------------------|---------------------|---------------------|
| 1. | Cerebral palsy | ✓ | ✓ |
| 2. | Down's syndrome | | ✓ |
| 3. | Cystic fibrosis | ✓ | |
| 4. | Dyslexia | | ✓ |
| 5. | Muscular dystrophy | ✓ | |
| 6. | Spina bifida | ✓ | |

- (c) Some disabilities can result from a congenital abnormality which is present at birth. **3 @ 4 marks each.**
 Identify **three** ways that a congenital abnormality could occur. (12 marks)

1. • Abnormal genes or chromosomes.

• Abnormal development in the uterus e.g. cleft lip / palate.

2. • Damage caused in the uterus by the Rubella virus.

• Damage caused in the uterus by the mother taking drugs, smoking or drinking allowed.

3. • Damage to the brain during birth e.g. insufficient oxygen.

(d) Discuss the help and support available to children with special needs and their families. **4 @ 3 marks each.** (12 marks)

- *Resource teachers and special needs assistants in schools.*

- *Special transport arrangements including escorts.*

- *Access to community care services*

E.g. • *Public health nurses.* *Speech and language therapy.*

• *Occupational therapy* *Physiotherapy*

• *Day care* *Respite care*

- *Disability allowance (over 16 yrs)*

- *Family and friends.*

- *Voluntary organisations.* - *G. Practitioner*

(e) Write a note under the headings below on **one** special need that you have studied as part of your course. (12 marks)

Example **Name @ 3 marks**

Name of special need *Cerebral Palsy*

How it affects the person **1/2 points @ 3 marks**

• *Problems with muscle co-ordination,*

• *Stiffness and movement and may include:*

• *Learning difficulties,*

• *Vision difficulties,*

• *Hearing difficulties.*

How it affects the person's family **1/2 points @ 3 marks**

- *Extra work such as feeding, toileting, dressing etc. the person with a physical disability*

- *Expense.*

- *Less time for other family members.*

(Allow a maximum of 3 points @3 marks each)

Section 5 - Older People

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

1 @ 8 marks

9. (a) Explain the term *retirement*. (8 marks)

The point in life (often at 65 yrs of age) when you give up full time work and are eligible for a pension.

- (b) Identify **five** areas related to retirement that should be included in a pre-retirement course. **5 @ 3 marks** (15 marks)

1. *Adjusting to change in lifestyle. Changes in relationships.*
2. *Financial matters. Personal security.*
3. *Health matters. Tax matters.*
4. *Hobbies/ leisure etc. Insurance.*
5. *Entitlements. Legal advice.*

- (c) List **four** reasons why it is important to save for retirement. (12 marks)
4 @ 3 marks each.

1.
 - *To ensure one has a pension to on.*
 - *To be able to supplement ones pension.*
2.
 - *To be financially independent.*
3.
 - *To be able to maintain a reasonable standard of living.*
4.
 - *To be able to enjoy ones retirement – be able to afford to do things/hobbies/travel etc.*

- (d) Outline how a person might save for his/her retirement. (10 marks)
2 points @ 5 marks each.

- *Pay into a pension fund as it offers greater tax relief on payments than any other type of savings plan.*
- *Start saving as early as possible and save regularly.*
- *Invest in schemes e.g. post office saving schemes, building society schemes etc.*
- *Invest in property.*

- (e) Name **one** health insurance scheme and identify **two** advantages and **two** disadvantages of the scheme. **Name = 3 marks** (15 marks)

Name of health insurance scheme Eg. V.H.I. Voluntary Health Insurance.
Bupa, Vivas, PRSI

Advantages **2 @ 3 marks.**

1. • Gives peace of mind that the bulk of medical expenses will be covered.
2. • Group schemes offer reductions & deductions of payments at source
• Can opt for private treatment etc.

Disadvantages **2 @ 3 marks.**

1. • Costly
2. • Waiting period when joining.
• Doesn't always cover full costs.
• Doesn't guarantee a bed in overcrowded hospitals etc.

10. (a) Explain the term 'will'. **Explanation = 12 marks** (12 marks)

3 marks
(A witnessed document)

3 marks
(that sets out in writing)

6 marks
(a deceased persons wishes for his/her possessions after death).

(b) List **four** reasons for making a will. (4 @ 3 marks each.) (12 marks)

1. *To have control over how your money & possessions are distributed after you die.*

2. *So that you can appoint the person you feel is most suitable to act as executor.*

3. *Simplifies the administering of the estate.*

4. *Estate is dealt with quicker.*

If no will is made assets are distributed as per the law.

(c) Indicate with a tick (✓) whether **each** of the following statements is true **or** false. (12 marks)
4 @ 3 marks each.

| | | TRUE | FALSE |
|----|---|------|-------|
| 1. | A will must be in writing. | ✓ | |
| 2. | A person must be over 21 years of age to make a will. | | ✓ |
| 3. | A will must be signed in the presence of two witnesses. | ✓ | |
| 4. | A will must be drawn up by a solicitor. | | ✓ |

- (d) Outline the role of the *executor* of a will. **2 @ 4 marks** (8 marks)
4 marks

The executor deals with the deceased's estate/ property by

gathering together all their money and possessions, paying any debts owed

4 marks

then distributes what is left of the estate to those who are entitled to it.

- (e) Explain the term *beneficiary* in relation to a will. **1 @ 8 marks** (8 marks)

A person who inherits /benefits from a will.

- (f) A person making a will must be *of sound mind* in order for the will to be valid.
What does this mean? **2 points @ 4 marks each.** (8 marks)

- The person must be able to fully understand what they are doing & understand

the value of the property etc. that they are disposing of.

- The person must not be suffering from a mental disorder.

- The person must not be acting under pressure or undue influence.
