



Coimisiún na Scrúduithe Stáit
State Examinations Commission

LEAVING CERTIFICATE APPLIED 2008

MARKING SCHEME

VOCATIONAL SPECIALISM – CHILDCARE/COMMUNITY CARE (WRITTEN)

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 the essential items of clothing that are needed for a newborn baby. (12 marks)
6 items listed @ 2 marks each

e.g. *Baby grows *Bibs *Vests

*Cardigans *Bootees

*Mittens *Pram suit (all in one jacket and trousers)

*Hat *Terry nappies (if disposable not used)

*Shawl / blanket etc.

- (b) Explain why **each** of the following are important factors that a parent / carer should consider when buying clothes for a baby. (16 marks)

4 points @ 4 marks each

Style - 1 point _____

e.g. *High fashion not important to baby *Loose clothes better for comfort

*Simple style that is easy to put on and take off e.g. baby grows with press studs, envelope necks etc.

Fabric - 1 point _____

e.g. *Porous fabric so that moisture escapes

*Lightweight fabric, soft and warm *Easy to wash and dry

*Non irritant so it doesn't scratch the skin * Not too loosely woven etc.

Size - 1 point _____

e.g. *Not tight around neck or will be difficult to get over head

*Not tight around feet as cramped toes can become deformed

*Big enough that there is some room for growth- babies grow quickly

* Not too large as baby might pull item over head etc.

Safety - 1 point _____

e.g. *No drawstrings or ribbons near neck – could cause strangulation

*No loosely woven fabrics as threads can catch in fingers and toes and cut off blood supply

*Made from flame resistant fabrics etc.

- (c) Discuss the care of babies' clothes under **each** of the following headings: (12 marks)
4 points @ 3 marks each

2 points

Washing _____

e.g. *Follow instructions on label i.e. correct temperature of wash *Wash colours separately

*Use non biological washing powder to avoid causing skin irritation etc.

*Avoid fabric conditioners-they can irritate baby's skin *Steep heavily stained items

2 points

Drying _____

e.g. *Only dry in tumble dryer if care label indicates it is possible

*Reshape before hanging on line

*Dry delicate items flat

*Ensure clothes are thoroughly dry and aired before baby wears them to avoid chills etc.

- (d) Sketch **and** label a care label you might find on a child's item of clothing. (12 marks)

3 symbols @ 4 marks each
(2 marks for sketch and 2 marks for labelling)

Care label should include sketch and label for four of following:

*Wash Symbol

*Ironing Symbol

*Drying Symbol

*Dry Cleaning Symbol

*Bleaching Symbol

- (e) How can the cost of children's clothing be minimised (kept low)? (8 marks)

2 suggestions @ 4 marks each

e.g. * Only buy what is needed – avoid impulse buying

* Select styles and colours that go with each other – Mix and match

* Buy practical items that wash easily and require minimal ironing to ensure

quick turn around – this cuts down on the number of items needed

*Use hand me downs from other siblings, relations, friends etc. (not shoes)

*Shop around for value, sales, charity shops etc.

*Avoid buying in expensive high fashion stores and fashion labels etc.

2. (a) List **four** signs that might indicate that a child is unwell. (12 marks)

4 signs @ 3 marks each

1. _____
e.g. *Change in child's normal pattern of behaviour *Fretful / Crying
2. _____
*Fever – hot and flushed *Temperature *Quiet *Limp
3. _____
*Vomiting *Diarrhoea *Very pale *No interest in things
4. _____
*Rash *Spots *Blotches *Sunken eyes *Loss of appetite

(b) Match **each** illness with the corresponding symptoms / description. (12 marks)
Write the answers in the spaces provided.

4 matches @ 3 marks each

Illness		Symptoms / Description	
1.	Croup	a.	The tonsils are inflamed and may have yellowish - white spots on them.
2.	Tonsillitis	b.	The eye is sticky with a yellowish discharge coming from it.
3.	Conjunctivitis	c.	There is difficulty breathing, shortness of breath and wheezing.
4.	Asthma	d.	The cough is harsh and sounds like barking. Breathing is noisy.

1. _____d_____ 2. _____a_____ 3. _____b_____ 4. _____c_____

(c) Name, sketch **and** describe **one** type of thermometer **and** explain how it is used. (12 marks)

Type of thermometer **name 2 marks**

e.g. *Ear thermometer *Digital/ electronic thermometer

*Forehead thermometer

Description of thermometer

2 points @ 2 marks

e.g. digital thermometer – plastic thermometer about the length of a

pen. Thinner on the end that goes into the mouth. Digital display

window that shows the temperature. Battery operated. Beeps when temperature read

2 points @ 2 marks

How thermometer is used _____

*Press button to turn on. *Place e.g. under tongue *Wait until thermometer beeps

*Remove thermometer from mouth and read temperature in little window

Sketch
Sketch @ 2 marks

(d) Indicate with a (✓) which of the following is normal body temperature. (4 marks)

1 @ 4 marks

25°C

37°C

39°C

100°C

(e) What is a fever? **1 point @ 4 marks** (4 marks)

**Body feels hot and sweaty*

**When the body temperature is higher than normal*

(f) Describe a routine for caring for a sick child at home. (16 marks)

4 points @ 4 marks each

**Keep child warm and comfortable*

**Keep room ventilated without draught*

**Change bed clothes and night clothes as often as is necessary*

**Remake bed several times a day to keep child comfortable*

**Brush hair, teeth, wash face and hands to keep child feeling fresh*

**Prop child up in bed with pillows*

**Place table beside bed with some play things*

**If child is well enough bring down to e.g. living room where there is company*

**Observe child's symptoms/condition*

**Give plenty of drinks to avoid dehydration*

**If not hungry try giving child food he/she especially likes or make up fresh fruit drinks, smoothies etc.*

**Note times when medications etc. should be given*

**Reassure child as necessary*

**Read to child etc.*

**Call doctor if child remains unwell 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) Why is it important to play with babies and toddlers? (12 marks)
4 points @ 3 marks each

*Avoids baby getting bored *Helps them become alert and get their interest

*Nurtures development - physical, social, emotional, intellectual

*Helps formation of identity and personality *Stimulates curiosity

*Develops senses *Develops knowledge of world around them

*Builds communication / relationship with adult

- (b) State **four** factors parents / carers should consider when buying *play items* for babies or toddlers. **4 factors @ 3 marks each** (12 marks)

*Age appropriateness

1. _____

*Appropriate for baby's stage of development

2. _____

*Safety: no long strings or cords, no sharp edges or points, non toxic, non flammable


3. _____


*Washable


4. _____

*Toys that will stimulate senses e.g. toys that include textures, shapes and colours

- (c) Play items for babies or toddlers are shown below.
Describe how **each** play item might be used **and** how **each** supports the development of the baby or toddler. (24 marks)

<p>1.</p>  <p><i>Play mat</i></p>	<p>2 points @ 2 marks each</p> <p>How play item might be used _____</p> <p>*Baby can lie or exercise on mat on back or tummy</p> <p>_____</p> <p>*Baby can look at / explore colours, patterns, shapes on mat</p> <p>_____</p> <p>*Baby can explore soft texture of mat</p> <p>_____</p>
<p>1 point @ 4 marks</p> <p>How play item supports development _____</p> <p>*Stimulates senses – tactile and visual</p> <p>_____</p> <p>*Physical development – base for exercising, stretching, rolling over etc.</p> <p>_____</p>	

<p>2.</p>  <p style="text-align: center;"><i>Activity Tunnel</i></p>	<p style="text-align: center;">2 points @ 2 marks each</p> <p>How play item might be used _____</p> <p><i>*Crawling/sliding through it</i></p> <hr/> <p><i>*Exploring it</i></p> <hr/> <p><i>*Games e.g. peel a boo</i></p> <hr/> <p><i>*Hiding</i></p> <hr/>
<p>1 point @ 4 marks</p>	
<p>How play item supports development _____</p> <p><i>*Physical development: exercise, body movement, co-ordination, muscle development</i></p> <hr/> <p><i>*Emotional development: fun, enjoyable experience</i></p> <hr/> <p><i>*Social development: when playing with someone else e.g. peek a boo</i></p> <hr/>	

<p>3.</p>  <p style="text-align: center;"><i>Walker</i></p>	<p style="text-align: center;">2 points @ 2 marks each</p> <p>How play item might be used _____</p> <p><i>*Toddler can push walker around</i></p> <hr/> <p><i>*Blocks can be emptied out of walker and put back in</i></p> <hr/> <p><i>*Blocks can be used for building, stacking, sorting</i></p> <hr/>
<p>1 point @ 4 marks</p>	
<p>How play item supports development _____</p> <p><i>*Learning to walk: provides support, stability and balance</i></p> <hr/> <p><i>*Hand eye coordination when using blocks</i></p> <hr/> <p><i>*Concentration / imagination when using blocks</i></p> <hr/>	

(d) Place the following stages of *fine motor development* in the correct sequence starting with the earliest stage of development. Write the answers in the spaces provided. (12 marks)

4 @ 3 marks each

Fine Motor Development	
a.	Grasps small objects by using thumb and index finger
b.	Holds hands open or loosely fist
c.	Hands are closed
d.	Clasps hand around objects he / she touches

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

4. (a) Why is it important to read to young children? (12 marks)

3 reasons @ 4 marks each

**Develops an interest in reading and books * Develops adult/child relationship*

**Helps develop the spoken language and vocabulary*

**Children learn about things through books e.g. people, places etc.*

**Develops imagination *Fun and enjoyment *Develops social skills*

**Encourages concentration and sitting quietly*

**Familiarity and comfort from hearing stories read and re read*

(b) State **four** factors that a parent / carer should consider when selecting books for young children. (12 marks)

4 factors @ 3 marks each

1. _____

**Pages that are easy to hold and turn*

2. _____

**Colourful *Clear pictures *Photographs/images of familiar things*

3. _____

**Few or no words *Tough enough to withstand wear and tear*

4. _____

**Nice to touch/feel *Cost *story content – age appropriate*

(c) Discuss, under **each** of the headings below, how a parent / carer could ensure that a reading activity is a comfortable and enjoyable experience for a child. (12 marks)

Location where the story is read - 2 points @ 3 marks each

**Seating that allows child to see book while adult is reading*

**Warm cosy place *Good light*

**Away from noise and distractions*

**Place that child likes*

Involvement of child - 2 points @ 3 marks each

**Child has a say in the choice of book * Note child's interests*

**Favourite books are re read*

**Child encouraged to touch books, point to words and pictures and turn pages*

**Adult reads slowly and pauses here and there to help child take in what is being read*

**Child encouraged to chime in with words/noises*

**Child asked questions related to the book etc.*


(d) State the title of **one** story book that is suitable for a young child. (4 marks)

1 name @ 4 marks

*e.g. *The Very Hungry Caterpillar *Where's Spot *Tiger etc.*

- (e) Identify **two** ways that finger puppets might be used with a story to make it more interesting for a child. (12 marks)

2 ways @ 6 marks each

 <p><i>Finger Puppets</i></p>	<p>1. _____ <i>*Puppet tells the story</i></p> <p>2. _____ <i>*Puppet becomes a character from the story and acts out role</i></p> <p><i>Can be acted out by child or adult</i></p>
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- (f) Identify **two** other children's activities where finger puppets could be used. (8 marks)

2 activities @ 4 marks each

** Pretend play / imaginative play*

1. _____
**Drama*

2. _____
**Finger rhymes*

**Arts and crafts*

Section 3 - Parenting and Care Provision

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

5. (a) Identify **four** ways that a couple can prepare for a healthy pregnancy. (12 marks)
4 ways @ 3 marks each

1. _____
**Inform themselves e.g. read, investigate the issues/important factors, ask questions*
2. _____
**Give up smoking *Give up alcohol *Take no harmful drugs/medicines*
3. _____
**Have a good diet *Take folic acid before getting pregnant and for first 3 months*
4. _____
**Avoid being overweight*

- (b) Explain the term *conception*. (8 marks)
2 parts to explanation @ 4 marks each

**Fertilisation of an egg by a sperm cell*

**Resulting in pregnancy*

- (c) Explain how to calculate the date when a baby is due. (8 marks)
2 points @ 4 marks each

**Calculate 40 weeks*

**From the first day of the last period*

- (d) Complete **each** of the following statements by filling in the missing number of weeks: **2 @ 4 marks each** (8 marks)

1. The normal length of pregnancy is 40 weeks.

2. A baby born before 37 weeks is premature.

- (e) Match **each** stage of growth and development of the baby in the womb with the correct week of pregnancy.

Write the answers in the spaces provided.

(12 marks)

Stages of growth and development of the baby in the womb	
a.	The foetus can swallow, frown, clench its fist and move by turning its head and kicking.
b.	The embryo looks like a tadpole with a tail and parts that look like gills.
c.	The embryo looks more human-like and is called a foetus. The main organs are developing and the heart can be seen beating on an ultrasound.
d.	The baby is usually lying head downwards and ready for birth.
e.	Development is almost complete. The baby is growing larger and stronger.
f.	The mother is now able to feel movements inside her uterus. The heartbeat can be heard and the foetus is covered with fine hair.

6 @ 2 marks each

Week 6 _____ <i>b</i> _____	Week 20 _____ <i>f</i> _____
Week 9 _____ <i>c</i> _____	Week 28 _____ <i>e</i> _____
Week 14 _____ <i>a</i> _____	Week 32 _____ <i>d</i> _____

- (f) Identify **three** signs that indicate that labour has started.

(12 marks)

3 signs @ 4 marks each

1. _____

**Waters break*

2. _____

**'Show'*

3. _____

**Contractions start * Dilation of cervix*

6. (a) Describe **four** different types of childcare services / arrangements available to Parents. (12 marks)

4 types @ 3 marks each

1. _____
**Child minder comes to child's own home each day and looks after child in his/her own family home*

**Child is taken to the child minders home each day. Child minder may have children of their own at home or mind other children as well*

2. _____
**Au pair lives in the child's home and works for the family part time while he/she pursues English language studies*

**Professionally trained nanny who either lives in or comes to the child's house each day*

3. _____
**Part-time Montessori School or preschool*

**Full or part-time nursery*

**Father or mother looks after child while spouse/partner goes to work*

4. _____
**Family member e.g. granny, granddad sister, etc looks after child in their home or in child's own home*

**Babysitter looks after child part-time e.g. evenings or at week-ends*

- (b) Identify **four** factors that parents should consider when selecting a childcare arrangement / service for their child. (12 marks)

4 factors @ 3 marks each

1. _____
**Type of arrangement that best meets/matches your needs *Hours of opening if nursery*

**Qualifications and experience of child minder or staff in nursery*

2. _____
**Age, personality, and temperament of child and what will best suit them*

**Location of minder / nursery – distance, transport etc. * registered with HSE*

3. _____
**Cost / budget available *Amount of one to one care you would like*

**Reliability – what if childminder don't turn up, is late, gets sick etc.?*

4. _____
**What if child gets sick? *Physical environment / level of care, staff ratios etc. if a nursery*

**Space if considering live in option *Recommendations from other parents*

- (c) Name **one** relevant childcare qualification. (4 marks)

1 @ 4 marks

**FETAC Level 5 Childcare*

**NNEB*

- (d) State **two** benefits (advantages) and **two** challenges that parents using a childcare arrangement / service might experience. (12 marks)

Benefits **2 benefits @ 3 marks each**

1. _____

** Can continue to work which may be important for career/promotion*

** Opportunity for child to meet/socialise with other children*

2. _____

** Opportunity for child to have a structured day with range of activities etc.*

**Staff qualified and experienced in childcare*

Challenges **2 challenges @ 3 marks each**

**Cost*

1. _____

**What to do if childminder sick, on holidays, late etc.*

**What to do if child is sick*

2. _____

**Arrangements falling through *Not having the amount of time with their child they would like*

**Worrying about child *Missing child *Having to keep to agreed times*

**Transporting child to nursery before going to work – early start*

- (e) Identify **two** anxieties that a three-year-old child might experience when being introduced to a new childcare arrangement / service. (8 marks)

2 anxieties @ 4 marks each

1. _____

**Afraid of new places or people or situations*

**Missing parent / previous carer*

2. _____

**Not liking change*

- (f) Describe **two** practical ways that a parent could prepare a three-year-old child for a new childcare arrangement / service. (12 marks)

2 practical ways @ 6 marks each

1. _____

**Bring child to child minding service gradually e.g. part-time for a few days building up to full time*

2. _____

**Spend time with the child helping them to settle in*

**Let child bring familiar object e.g. blanket, teddy*

**Read / tell child a story of a child in a similar situation*

Section 4 - People with Special Needs

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

7. (a) Why should an employer consider employing a person with a disability? (8 marks)
1 suggestion @ 8 marks

**People with disabilities deserve an equal opportunity to be employed*

**Can be good for everyone in terms of challenging stereotypical assumptions and attitudes*

**A disability is not a valid reason for rejecting an otherwise qualified person*

- (b) Suggest **two** ways that employers might attract more applications from people with disabilities. Refer to **each** of the following: (16 marks)

Advertisements for jobs *2 suggestions @ 4 marks each*

**Use inclusive non stereotypical images in company promotional material*

1. _____

**Consider the size of text and type face for people with visual disabilities, dyslexia etc.*

**Advertise jobs more widely *Use a range of methods of advertising*

2. _____

**Promote company's inclusive policy when advertising*

**Identify the name of someone in the company who can be contacted for help/advice*

Application forms *2 suggestions @ 4 marks each*

1. _____

**Offer application forms in different formats e.g. electronic, enlarged print, Braille, audio etc.*

**Offer support for filling in forms*

2. _____

**Keep language simple*

- (c) Describe how employers could make their workplaces more accessible to people with disabilities in **each** of the following areas: (36 marks)

1. Parking *2 @ 3 marks each*

** Spaces marked with appropriate signage*

**Spaces monitored so that they are not being used by people for whom they are not intended*

**Extra wide spaces*

**Designated spaces close to front door *Good surface on ground*

2. Entrances to buildings 2 @ 3 marks each

**Ramps where there are steps*

**Automatic doors*

**Good lighting*

**Wide doors*

**Handrails*

**Sufficient room in lobby*

3. Office and reception area furniture 2 @ 3 marks each

**Reception desks that are not so high that they restrict the vision of a wheelchair user who comes into reception*

** Reception desk design suitable for wheelchair user to work at reception e.g. wheelchair fits in under desk.*

**Water machines etc. easily accessible*

**Laid out so that it doesn't cause obstruction or difficulty with access or moving around*

**Seats easy to get in and out of in the reception area*

4. Toilets 2 @ 3 marks each

**Dedicated toilets*

**Toilet on ground floor if no lift*

**Wide door to toilets*

**Plenty of space *Handrails*

**Low sinks*

**Taps easy to turn*

**Call button if help needed*

5. Signs / notices 2 @ 3 marks each

**Available in different formats – size of font, colours, pictures, Braille etc.*

**Notice boards at lower heights*

6. Self-service canteens 2 @ 3 marks each

** Easier access in certain areas. Furniture with adequate space between. More open spaces.*

**Anti slip flooring*

**Menus visible in different places and easy to read*

**Non slip trays*

**Tables that wheelchairs will fit under*

**Visible food e.g. mirrors, pictures etc.*

8.

A family with two teenagers is planning a summer holiday. One of the teenagers is a wheelchair user.

(a) Outline the factors the family should consider when planning the holiday under the following headings: (32 marks)

1. Type of holiday 2 @ 4 marks each

**Interests of family*

**Preferred destination*

**Time it takes to get there*

**Recommendations from other wheelchair users*

**Relaxing holiday or activity based*

**Length of holiday*

**What tour operators have on offer*

**Cost*

2. Transport arrangements 2 @ 4 marks each

**Mode – flight, bus, car, boat or train*

**Length / time it will take*

**Possibility of wheelchair hire*

**Accessible taxi hire*

**Transporting the wheelchair*

3. Accommodation 2 @ 4 marks each

**Accessible accommodation*

**Wide entrance door*

**Ramps*

**Spacious room*

**Level access shower*

**Shower chair*

**Sink at wheelchair level*

**Manual hoist*

**Grab rails*

**Lights that can be switched on/off from bed*

**Lifts*

**Accessible dining room/bar*

**Parking*

4. Activities 2 @ 4 marks each

**Hoist access to swimming pool*

**Wheelchair accessible beach*

**Promenade*

**Availability of beach wheelchair to get in/out of sea*

**Local activities where wheelchair users are welcome*

Section 5 - Older People

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

9. (a) Explain the term *lifelong learning*. (8 marks)
1 @ 8 marks

**The process of acquiring knowledge of skills throughout a person's life*

- (b) Outline **four** reasons why it might be beneficial for an older person to participate in adult education classes. (12 marks)
4 @ 3 marks

1. _____
**Social aspect – for company, meet new people, make friends*

2. _____
**Prevent loneliness, depression*

3. _____
**Fun/ enjoyment*

4. _____
**Learn new skill / knowledge*

- (c) State **two** factors that might *encourage* an older person to attend adult education classes. 2 @ 4 marks (8 marks)

** Knowledge of what is available locally*

**Topics of interest to them*

1. _____
**Convenient time, location, day of week*

**Reduction in fee*

2. _____
**A friend or family member going with them*

**Made to feel welcome*

- (d) State **two** factors that might *discourage* or restrict an older person from attending adult education classes. 2 @ 4 marks (8 marks)

**Distance*

**lack of transport*

**Weather*

1. _____
**Lack of confidence* **Poorly motivated* **Feeling old/not capable*

2. _____
**Cost* **No one they know going* **Illness*

- (e) Identify **two** ways, other than attending adult education classes, that an older person might gain knowledge or skills in a particular area. (8 marks)

2 @ 4 marks

1. _____
*TV *Reading *Internet

*Clubs *Friends

2. _____

- (f) Discuss how retired people can share the knowledge, skills and experience that they have gained during their working lives with their community. (12 marks)

2 @ 6 marks

**Voluntary work with different organisations e.g. St Vincent de Paul, literacy schemes etc.*

**Giving talks in schools/ clubs*

**Joining associations and taking on roles e.g. secretary*

**Supporting family members e.g. grandchildren with homework*

**Fundraising activities*

**Charity work*

- (g) Name **one** organisation that promotes the participation of older people in education. (4 marks)

1 @ 4 marks

e.g. *Aontas *VEC *Active Retirement group

10. (a) Explain the term *balanced diet*. **1 @ 8 marks** (8 marks)

**A diet that includes all of the essential nutrients/ in the appropriate amounts/*

that are required for health growth and activity

(b) Outline **three** reasons why a balanced diet is important for older people. (12 marks)
3 @ 4 marks each

1. _____

**Essential for general good health*

**Necessary for growth and repair especially during times of illness*

2. _____

**Important for weight maintenance and avoidance of obesity*

**Protection against stroke, heart disease, some cancers and diabetes*

3. _____

**Important for maintaining energy levels*

(c) Identify **four** factors that might *prevent* an older person from eating a balanced diet. (12 marks)
4 @ 3 marks

1. _____

**Not able to go out and about easily to do shopping*

**Not inclined to want to cook for one person if living alone*

2. _____

**Not feeling up to eating – poor appetite*

**Shortage of money*

3. _____

**Lack of knowledge about what a balanced diet is*

**Poor cooking skills*

4. _____

**Dementia*

**Poor food preparation facilities*

- (d) Discuss the safety issues that may arise for some older people when preparing and cooking meals. (16 marks)

2 @ 8 marks each

**Forgetting that food is cooking – saucepans boiling dry – risk of fire*

**Clothes catching fire from contact with gas flame*

**Slipping on wet floor*

**Forgetting to turn gas off or switching cooker knobs on without lighting – leaking gas*

**Cuts from knives or sharp items*

**Spilling hot liquids - scalds*

- (e) Describe the service provided by *meals on wheels*. (12 marks)

2 @ 3 marks

**Hot meals *Are delivered by volunteers*

**To the homes of older people *At lunchtime - usually Monday to Friday*

**Free / nominal payment for service*

State **two** advantages of this service.

2 @ 3 marks

**Provides at least one hot nutritious meal each day*

1. _____

**Social contact for those who are house bound / ill*

**Ideal for older person who is living on a tight budget*

2. _____

**Reduces the safety risks involved in preparing meals*
