



Coimisiún na Scrúduithe Stáit
State Examinations Commission

**LEAVING CERTIFICATE
APPLIED 2010**

MARKING SCHEME

CHILDCARE COMMUNITY CARE

COMMON LEVEL

In developing the marking scheme 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.*

Instructions to Candidates

- Candidates should answer a total of four questions.
- Each question should be selected from a different section.
- There are five sections in this paper.
- Candidates should answer questions from four sections only.
- Each question carries 60 marks.

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) The bathroom can be an unsafe place for a child in the home.
Describe **one** possible safety hazard for a child in relation to **each** of the following.
Explain how **each** hazard could be protected against / prevented.

Toilet (8 marks)

1 hazard @ 4 marks

Possible safety hazard _____

**Falling into toilet (2marks) and drowning (2marks)*

**Poisoning (2 marks) from eating toilet block (2 marks)*

**Hurting themselves (2 marks) by catching fingers in lid (2 marks)*

1 point @ 4 marks

How the hazard could be protected against / prevented _____

**Install toilet lid latch/lock*

**Put lock/bolt on toilet door*

Bath (8 marks)

1 hazard @ 4 marks

Possible safety hazard _____

**Slipping in bath (2 marks) and injuring themselves (2 marks) *Drowning (2 marks) in bath*

*Water (2 marks) *Scalding (2 marks) from water that's too hot (2 marks)*

**Suffocation (2 marks) from shower curtains (2 marks)*

1 point @ 4 marks

How the hazard could be protected against / prevented _____

**Place non slip mat in bath *Supervise at all times/never leave alone in bath to answer*

*phone, door etc. *Check water temperature before child gets into bath *use bath*

*thermometer *Run cold water into bath first and then add hot water *Turn hot water tank temperature down *Keep bathroom door locked when not in use*

Bathroom Cupboard (8 marks)

1 hazard @ 4 marks

Possible safety hazard _____

**Access to sharp objects (2 marks) e.g. razors, scissors, tweezers etc. (2 marks)*

**Access to poisonous or harmful materials /substances if digested (2marks) e.g. cleaning*

materials, medicines, make- up, etc. (2 marks) 1 point @ 4 marks

How the hazard could be protected against / prevented _____

**Store items on high shelves * Put childproof locks on cupboards*

**Purchase medicines where possible with childproof caps*

Bathroom Window

(8 marks)

1 hazard @ 4 marks

Possible safety hazard _____

**Strangulation (2 marks) from cords on window blinds (2 marks)*

**Climbing up to windows (2 marks) and falling out (2 marks)*

1 point @ 4 marks

How the hazard could be protected against / prevented _____

**Keep window blind cords short and out of reach of children *Install window stops to*

*limit how far a window can be opened *Keep furniture away from windows so child can't*

*climb up to window *Install window lock *Install window guard*

(b) Explain the term 'child-proof'.

(4 marks)

1 point @ 4 marks

**Something that is designed to prevent a child tampering with it / opening it*

**Something that is designed to ensure that a child cannot harm it or be harmed by it*

Name and describe **one** example of a child-proof item.

(12 marks)

1 example @ 4 marks

Name _____

*e.g. *Bottle or container with child-proof lid*

2 points @ 4 marks each

Description _____

** A lid that is not easy to open by a child *Can only be opened by adult*

**In order to open it the lid has to be pushed down very hard while turning it*

**Sometimes arrows need to be lined up before pressing down and turning the lid*

(c) Describe the procedure that you would follow when calling an ambulance in the event of an emergency.

(12 marks)

3 points @ 4 marks each

**Telephone ambulance (1 mark) by dialling 112 or 999 (3marks) plus 2 other points*

**When your call is answered stay calm *State clearly that you need an ambulance*

**Answer any questions asked by the operator*

**State where you are located / landmark *State the telephone no you are calling from*

**State your name and injured person's name *Explain why you need an ambulance*

**Follow all advice *don't hang up until operator is finished getting the details they need*

2. (a) List **four** signs that might indicate that a baby is *teething*. (12 marks)

4 signs @ 3 marks each

1. _____
**Drooling *Biting *Chewing *Running nose*
2. _____
**Wakefulness *Tender gums *Red gums *White dots on gums*
3. _____
**Rash around mouth *Crying *Refusal to eat *Crankiness*
4. _____
**Loose stools *Red cheeks *Sore ears*

(b) State **two** functions of baby teeth. (8 marks)

2 functions @ 4 marks each

1. _____
**Needed for chewing solid food*

- *Support speaking and speech development*
2. _____
**Reserve space required for permanent teeth*

- *Provide proper alignment of permanent teeth*

(c) Identify **two** factors that a parent / carer should consider when choosing a first toothbrush for a baby. (8 marks)

2 factors @ 4 marks each

1. _____
**Check if there is an age recommendation on packaging * Make sure it's a child's toothbrush*

- *Buy child size tooth brush (small head) to fit easily inside child's mouth*

- *Soft bristles to avoid scratching/scraping child's mouth*

- *Attractive colour etc.*

(d) Describe a daily routine for looking after a baby's teeth. (12 marks)

3 points @ 4 marks each

- _____
- *For a very young baby use a clean cloth to wipe baby's gums and teeth after each feeding*
- _____
- *As soon as teeth appear brush teeth a least twice a day*
- _____
- *Use a soft bristled tooth brush and water*
- _____
- *Use children's toothpaste size of match stick...ensure toothpaste is not swallowed*
- _____
- *Watch what you give baby to eat/drink*
- _____
- _____
- _____
- _____

- (e) When should a child be brought to the dentist for their first check-up? (4 marks)
1 @ 4 marks

**Between 12 months and 2 years*

- (f) Suggest **two** practical ways that a parent / carer could prepare a child for a visit to the dentist. (8 marks)

2 points @ 4 marks each

1. _____
**Read children's stories about going to dentist*

_____ **Watch a DVD together on the subject*

2. _____
**Talk positively about going to the dentist *Avoid negative words / language*

_____ **Talk to child about what to expect *Do a pre visit: call in to say hello*

_____ **Schedule appointment in morning when child is fresh / alert*

- (g) Explain how the use of a baby bottle can sometimes lead to tooth decay. (8 marks)

2 points @ 4 marks each

_____ **Tooth decay can occur when a baby's teeth are exposed frequently and over a period of time*
_____ *to the sugars present in liquids such as milk formula and fruit juice.*

_____ **When a baby falls asleep with a bottle in his/her mouth the longer the sugar is present on the*
_____ *tooth enamel the greater the opportunity to combine with bacteria in the mouth and produce*
_____ *acids that attack the enamel*

_____ **The upper front teeth are the most vulnerable to damage from bottles*

Section 2 - Child Development and Play

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

3. (a) Shown below are three photographs of children cooking.
Identify six different skills (two for each photograph) that are being used by the children.

(18 marks)

2 skills @ 3 marks each



- *Rolling *Cutting *Holding *Pounding
1. _____
*Moving *Shaping *Sequencing
*Concentrating *Hand eye co-ordination
2. _____
*Reasoning *Calculation *Counting
*Independence *Designing/creating *Physical

2 skills @ 3 marks each



- *Stirring *Observing *Mixing
1. _____
*Concentrating *Intellectual *Turn taking
*Hand eye co-ordination *Beating
2. _____
*Enjoying *Talking *Emotional etc.

2 skills @ 3 marks each



- *Breaking *Cracking *Pouring
1. _____
*Following instructions / directions *Observing
*Helping *Counting *Separating
2. _____
*Concentrating *Talking etc.

- (b) List three items of equipment, that are not shown in the photographs above, that could help to support the development of a child's *hand-eye coordination* during a cooking activity. (9 marks)

3 items @ 3 marks each

- *Jug *Whisk *Knife *Grater *Scoop
1. _____
*Sieve *Cup *Mould *Measuring cups
2. _____
*Spatula *Colander *Flour shaker *Funnel *etc.
3. _____

- (c) Give **two** examples of how cooking activities can help a child to acquire knowledge / develop skills in relation to both *Maths* and *Science*.

Maths (6 marks)

2 examples @ 3 marks each

1. _____

** Measuring / weighing ingredients e.g. by spoon, cup, jug, scales etc.*

2. _____

**Dividing e.g. cutting dough with knife *Cutting/recognising shapes -using scone cutters*

**Counting *Following sequence *Timing /cooking times etc.*

Science (6 marks)

2 examples @ 3 marks each

1. _____

**Effect of temperature e. g food changes when cooked -. raw/cooked chicken*

2. _____

**Setting of liquids e.g. jelly *Liquids to solids e.g. freezing food - fruit ice pop*

**Effect of the introduction of air e.g. egg whites*

- (d) You are planning a cooking activity for two six-year-old children. Suggest **two** different examples of suitable activities. (6 marks)

2 examples @ 3 marks each

1. _____

e.g. **No bake cereal bars*

**Fresh fruit kebabs*

2. _____

Give **two** reasons for your choice of cooking activities. (6 marks)

2 reasons @ 3 marks each

1. _____

**Healthy snacks *Easy to prepare *No Baking required*

**Simple ingredients *Tasty *Fun *Colourful*

2. _____

**Opportunity to practice skills e.g. mixing, measuring, etc*

**Age appropriate etc.*

- (e) Discuss why is it important that both boys and girls are involved in cooking activities. (9 marks)

3 reasons @ 3 marks each

**It is an activity that can be enjoyed by all children*

**Both boys and girls should be encouraged to explore a full range of experiences*

**Associating particular skills / activities with being either masculine or feminine*

*restricts opportunities *Important to avoid stereotyping *Children have a right to equal*

*opportunities *Both boys and girls need life skills and to learn about nutrition and healthy eating*

4. (a) Identify a range of play equipment **and** games / activities that are suitable for children's outdoor play. Give **two** examples of **each**.

Outdoor play equipment (6 marks)

2 @ 3 marks each

1. _____
*Climbing frame *Slide *Sandpit *Swing *Trampoline *See saw
2. _____
*Bicycle/trike *Paddling pool *Play house *Skipping rope etc.

Outdoor games / activities (6 marks)

2 @ 3 marks each

1. _____
*Hide and seek *Simon says *What's the time Mr Wolfe *Chasing *Skipping
2. _____
*Football *Roller skating *Tennis *Tree climbing etc

- (b) Give **three** reasons why outdoor play is important for children in relation to **each** of the following:

Health and well being (9 marks)

3 reasons @ 3 marks each

- *Provides stress release *Uses pent up energy *Opportunity to let of steam
1. _____
*Freedom to run around - Exercises body *Fresh air / sunlight good for health/ well being
2. _____
*Helps to work up a good appetite *Fun *Socialising/making friends etc.
3. _____

Development (9 marks)

3 reasons @ 3 marks each

1. _____
*Opportunity to socialise with other children *Opportunity to use large motor skills
2. _____
Opportunity to learn / practice new skills, rules etc. *Express themselves *Freedom to run
3. _____
around *Emotional development e.g. winning/loosing *Learn from mistakes

- (c) What is the difference between play that involves *gross motor skills* and play that involves *fine motor skills*? (6 marks)

Play that involves gross motor skills **1 @ 3 marks**

*Play that involves (bigger movements of the body 2marks) (e.g. running and jumping 1 mark)

Play that involves fine motor skills **1 @ 3 marks**

*Play that involves (smaller movements of the body 2 marks) (e.g. picking up something with the fingers, threading etc (1 mark)

(d) Shown below is a child playing.

(12 marks)



What type of play is this child engaged (involved) in?

1 @ 4 marks

**Water play *Messy play *Free play *Creative play *Outdoor play*

**Gross motor play etc.*

What are the attractions of this type of activity for children?

2 @ 4 marks each

**Fun *Splashing and getting wet *Freedom *Not structured*

**Spontaneous *Visually appealing- shapes made by the puddles *Sound of splashes etc.*

(e) Discuss some of the reasons why many children today play outdoors less than children from previous generations. (12 marks)

3 reasons @ 4 marks each

**Parental anxiety over child safety*

**Competing technological/electronic age – children are attracted to TV, computers, video games etc.*

**Shortage of green play areas*

**Busier streets and increased traffic*

**Increase in no of apartments with no gardens*

**Greater selection of toys / games available not designed for outdoor play*

Section 3 - Parenting and Care Provision

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

5. (a) State **two** reasons why it is common practice for teenagers to babysit. (8 marks)
2 reasons @ 4 marks each

1. _____
**To earn extra cash *Its usually local so convenient*

_____ **Its part time *doesn't usually require qualifications*

2. _____
**Fits easily around school and college*

_____ **Lots of teenagers like young children *Preparation for career in childcare/parenting*

- (b) Describe **two** methods that a family might use to find a babysitter.
State **one** advantage and **one** disadvantage of each method. (20 marks)
1 method @ 4 marks

Method 1. _____
**Ask for a recommendation from a friend*

_____ *1 advantage @ 3marks*

Advantage _____
**The babysitter is known rather than hiring a stranger*

_____ *1 disadvantage @ 3marks*

Disadvantage _____
**If it doesn't work out it could be embarrassing*

_____ *1 method @ 4 marks*

Method 2. _____
**Place an advertisement on a notice board*

_____ *1 advantage @ 3marks*

Advantage _____
**Possibility of lots of replies*

_____ *1 disadvantage @ 3marks*

Disadvantage _____
**Need to interview applicants, get references etc. *Maybe a lot of replies so you need to sort*

_____ *through them all and decide who to interview / shortlist *Could take a while*

_____ **Babysitter may exaggerate their experience*

_____ **Prank phone calls if you put your telephone no on the advertisement*

_____ **Cost of advertisement*

- (c) Outline **two** personal safety measures that a babysitter should take *before* deciding to babysit for strangers for the first time. (8 marks)

2 points @ 4 marks each

1. _____

**Visit family beforehand *Bring a friend or family member on a pre-visit*

**Check family out...ask for references *Talk to previous babysitter(s)*

2. _____

**Discuss how you will get home at night *Discuss what you are planning with your own*

parents

- (d) Identify **one** challenge (difficulty) that a babysitter might experience with the children he / she is looking after during a babysitting session **and** describe how the challenge might be dealt with. (12 marks)

1 @ 4 marks

Description of challenge _____

**Difficulty getting children to go to bed/sleep*

**Hyper children / difficulty getting children to settle down*

**Crying / upset baby*

**Ill child*

**Accident etc.*

2 points @ 4 marks each

How the babysitter might deal with the challenge _____

e.g. crying baby

**Stay calm*

**Check if nappy is wet/soiled*

**Check if baby is hungry*

**Check if baby has*

*wind – try winding *Check if baby is teething*

**Try comforting – holding/rocking, talking to*

in a soothing voice etc.

**If parents not due home for some time-phone and ask for*

advice/request they come home

etc.

- (e) Discuss **two** ways that babysitting could give a young person an insight into parenting. (12 marks)

2 points @ 3 marks each

1. _____

**Increases knowledge of childcare *Opportunity to practice childcare skills e.g. nappy*

changing, feeding etc

2 points @ 3 marks each

2. _____

**Increases knowledge of child development * Opportunity to learn about what children*

can do at different ages e.g. developmental skills, milestones etc.

**Insight into the responsibilities involved*

**Full time job*

**Need to be diligent*

**Observant of*

*child safety *Putting child's needs before your own etc.*

**Problem solving experiences e.g. soothing a crying/upset child, calming down an over active child*

6. (a) Identify **four** ways that a couple, who is expecting their first baby, can prepare themselves for **labour and birth**. (12 marks)

4 points @ 3 marks each

1. _____
**Attend antenatal/prenatal classes* **Decide on a hospital or home birth*

2. _____
**Become as informed as possible through reading, internet etc.*
**Discuss hopes and expectations for labour incl. pain relief* **Work out a birth plan*

3. _____
**Ensure questions are answered in advance by the midwife*
**Practice relaxation and breathing exercises*

4. _____
**If a hospital birth, do a tour of the relevant hospital areas in advance*
**Have bag packed in advance* **Discuss feeding option for baby (breast or bottle)*

(b) List **four** signs / symptoms that may indicate that labour has started. (12 marks)

4 signs/symptoms @ 3 marks each

1. _____
**Contractions* **Nausea*

2. _____
**Show . blood stained mucous discharge* **Diarrhoea*

3. _____
**Waters breaking* **Cervix dilated*

4. _____

(c) Labour is divided into three stages. Indicate on **each** diagram below the stage of birth that is illustrated by placing 1, 2 or 3 in the appropriate space. (9 marks)

3 @ 3 marks each



Stage 2 _____

Stage 3 _____

Stage 1 _____

- (d) Below are a number of statements about the different stages of labour. Indicate with a tick (✓) whether **each** statement is *true* or *false*. (15 marks)
5 @ 3 marks each

		TRUE	FALSE
1.	The first stage of labour often begins with contractions of the uterus.	✓	
2.	At first the contractions are frequent and intense. As labour continues the contractions get milder.		✓
3.	The cervix becomes gradually dilated, until it reaches 2 cms, when it is fully dilated.		✓
4.	Contractions continue after the baby is born.	✓	
5.	The placenta separates from the uterine wall and comes out of the vagina, usually within one hour of the birth.	✓	

- (e) Discuss **three** adjustments that new parents may need to make after the birth of their baby. (12 marks)

3 developed adjustments @ 4 marks each

1. _____
Sleep: e.g. *Baby may wake up every four hours or so for feeding so sleep routine for parents will change, *Broken sleep pattern, need to sleep at other times to compensate for lack of sleep at night *Feeling of exhaustion from broken sleep pattern
2. _____
Routine: e.g. *Daily routine will change *Some adjustments will need to be made to previous routine before baby arrived *Need to take leave from work e.g. maternity, parental leave etc.
Time: e.g. *A new baby involves work and time so it may not be possible for a while to fit
3. _____
 in many of the activities you did before the baby arrived. E.g. socialising, housework etc.
 *Finding time for each other may be challenging as the focus of attention and time is on the new baby.
Responsibilities: e.g. *Who does what in the house etc. may need to be discussed. *Putting the baby first before ones own needs
Financial costs: * Can be considerable. *Baby needs to be budgeted for e.g. nappies, baby food, equipment, child minding etc. which may impact on spending elsewhere. *Possible need for bigger house/car

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** feelings that a parent might experience on learning that his / her child has special needs. (12 marks)

4 feelings @ 3 marks each

1. _____
**Shock *Grief *Overwhelmed *Confused *Anger *Worry *Fear*
2. _____
**Depressed *Guilt *Disbelief *Denial *Devastated *Confusion*
3. _____
**Sadness *Disappointment etc.*
4. _____

Suggest **four** sources of help or support for parents at this time. (12 marks)

4 sources @ 3 marks each

1. _____
**Parents of children with similar special needs *Family *GP *Counsellor*
2. _____
**Support groups/organisations *Friends*
3. _____
**Books *Internet *Social welfare re grants/allowances etc.*
4. _____

- (b) Outline **four** issues that a family may have to consider if they have a child with special needs. (12 marks)

4 issues @ 3 marks each

1. _____
**Altered expectations *Need for support network*
2. _____
**Different routine *Possible need to plan ahead e.g. if going out etc*
3. _____
**Finding suitable schools/inclusion *Transport, accessibility etc.*
4. _____
**The role of other family members, siblings *Possible need to modify parts of the home
Work commitments

- (c) Why is it more appropriate to say 'a person with special needs' rather than 'a special needs person'? (8 marks)

2 points @ 4 marks each

- _____
**People with special needs should be portrayed as individuals first*
- _____
**The way in which we refer to people affects the way they are seen by others and how they feel about themselves*
- _____
**Special needs is secondary*

- (d) Discuss **two** reasons why it is important that children with special needs are integrated into community activities. (8 marks)

2 reasons @ 4 marks each

1. _____
**It provides a social life for the child: an opportunity to meet people of their own age, make friends and be involved at local level*

**Challenges child with special needs to increase their own skill base, do things outside their comfort zone and at times imitate the actions/skills they observe*

2. _____
**It helps to promote acceptance in the community: challenges stereotypical assumptions, helps people to get over their fears, be more accepting and comfortable meeting people with special needs*

**It challenges the community to not forget about people with special needs when planning etc.*

- (e) What factors sometimes prevent integration of children with special needs into some community activities? (8 marks)

2 factors @ 4 marks each

**Lacking of planning *Lack of thinking *Not on the agenda*

**Ignorance *Fear *Stereotypical attitudes*

**Deemed to be not suitable *Lack of accessibility*

8. (a) What is an *intellectual* disability? (4 marks)

1 @ 4 marks

**Limitations with skills such as thinking, reasoning and remembering*

**A disability that means that a person learns more slowly or with more difficulty*

(b) Give **one** example of an intellectual disability. (4 marks)

1 @ 4 marks

e.g. **Downs Syndrome *Autism *Brain damage*

(c) List **four** possible causes of an intellectual disability. (12 marks)

4 causes @ 3 marks each

**Genetic e.g. Down Syndrome*

**Lack of oxygen at birth*

1. _____

**Illness experienced by mother during pregnancy e.g. rubella*

2. _____

**Over exposure to alcohol during pregnancy*

3. _____

**Childhood illness e.g. meningitis*

4. _____

**Brain or head injury from an accident *Accident e.g. near drowning / suffocation*

(d) Identify **four** positive effects that involvement in sport can have on the life of a person who has an intellectual disability. (12 marks)

4 effects @ 3 marks each

1. _____

**Builds self esteem and confidence*

**Improves self image*

**Provides social inclusion*

**Opportunity to discover special abilities*

2. _____

**Opportunity to become more active and physically fit*

**Improved motor skills*

**Opportunity for team work / team spirit*

3. _____

**Chance to overcome barriers*

**Take on new challenges*

**Show courage*

**Sense of achievement*

**Opportunity to make friends*

4. _____

Etc.

(e) Outline the work of *Special Olympics Ireland*. (12 marks)

3 points @ 4 marks each

**A year round sports training and competition programme*

**For people with a learning disability*

**For children with special needs*

**Clubs throughout Ireland helped by volunteers*

**Wide range of sports on offer*

- (f) What might an individual learn about *themselves* and *others* by working as a volunteer with *Special Olympics Ireland*?

Learn about themselves

(8 marks)

2 points @ 4 marks each

** Fears and anxieties they might have about working with people with special needs*

**Stereotypical assumptions / attitudes they might hold about people with special needs*

**Skills they didn't realise they had / areas they are good at / contributions they can make*

Learn about others

(8 marks)

2 points @ 4 marks each

**Greater understanding of disabilities*

**Understanding of some of the barriers people with special needs experience*

**The valuable contribution that people with special needs can and do make to the*

community

Section 5 - Older People

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

9. (a) Identify **four** changes to the body that are commonly associated with the ageing process. (12 marks)

4 changes @ 3 marks each

1. _____
**Hearing loss *Vision reduced*
2. _____
**Skin wrinkles or becomes flabby *Skin thins *Age spots*
3. _____
**Bones become weaker e.g. osteoporosis *Bones break more easily*
4. _____
**Muscle weakness changes posture and gait *Weaker immune system
*Grey hair *Loss of hair*

- (b) Give **two** examples of ways that older people are portrayed in a positive way by the media. (8 marks)

2 @ 4 marks each

1. _____
**Leading roles for actors in soaps, films etc*
 2. _____
**Images /pictures of older people engaged in sport etc. and living life actively*
- _____
- _____

- (c) State **four** reasons why it is important to stay both mentally **and** physically active as a person gets older.

Reasons to stay mentally active (6 marks)

2 @ 3 marks each

1. _____
**Keeps brain healthy *Keeps mind stimulated *Avoids/ reduces depression*
 2. _____
**Helps concentration *Reduces memory loss *Motivates you*
- _____
- _____

Reasons to stay physically active (6 marks)

2 @ 3 marks each

1. _____
**Reduces risk of heart attack *Helps weight management*
 2. _____
**Helps to keep cholesterol levels down*
- _____
- _____
- _____
- _____

- (d) Name **one** organisation that encourages older people to be active. (4 marks)
e.g. *1 @ 4 marks*

**Age Action Ireland *Age & Opportunity *Active Retirement Ireland *Irish Association of Older People etc.*

- (e) Identify practical activities that older people can engage in to improve their mental **and** physical fitness. Give **two** examples of each.

Mental fitness activities (6 marks)

2 activities @ 3 marks each

1. _____

**Play games e.g. chess, cards, scrabble, jigsaws *Read books*

2. _____

Do pen/paper games e.g. crosswords, word searches, mathematical challenges, Suduko etc.

**Take up a new hobby *Play video games *Learn a new language*

**Etc.*

Physical fitness activities (6 marks)

2 activities @ 3 marks each

1. _____

**Yoga *Swimming *Walking *Dancing *Playing with grand children etc.*

2. _____

- (f) Outline **four** factors that might discourage or restrict an older person from engaging in mental or physical fitness activities. (12 marks)

4 factors @ 3 marks each

1. _____

**Attitude of mind *Disinterest *Loneliness*

**Feeling helpless *Depression *Grieving *Lack of energy*

2. _____

**Mobility problems *Illness *Aches and pains *Weather*

**No companion to go to activities with *Transport *Overweight*

3. _____

**Shortage of money to spend on activities etc.*

4. _____

10. (a) What is the usual retirement age? (4 marks)
65years* **1 @ 4 marks

(b) Identify **four** factors that might contribute to a person deciding to retire early. (12 marks)

4 factors @ 3 marks each

1. _____
**Early retirement / voluntary redundancy package offered *Company closure*

_____ **Spouse / partner retiring and wanting to spend time with them*

2. _____
**Bored with job / no longer any job satisfaction *Burnout*

_____ **Financially sound and able to retire *Personal or family health problems*

3. _____
**Wish to dedicate time to hobbies/interests *Desire to do something different with ones*

_____ *life *Feel ready to retire*

4. _____
**Desire to travel*

(c) What is a *pre-retirement* course? (4 marks)

1 @ 4 marks

_____ **Course undertaken before retirement to help plan for retirement*

_____ **It highlights the areas that need to be considered before retiring and during retirement*

(d) List **four** different topics / themes that might be included in a pre-retirement course. (12 marks)

4 topics @ 3 marks each

1. _____
**Dealing with change*

_____ **Personal financial planning *Budgeting*

2. _____
**State benefits*

_____ **Claiming entitlements*

3. _____
**Taxation*

_____ **Health and well being in retirement*

4. _____
**Identifying/learning new skills etc.*

- (e) Name **two** sources that an older person can go to for information about entitlements such as allowances, pensions etc. (8 marks)

2 sources @ 4 marks each

1. _____
**Citizens Advice Bureau *Internet *Dept of Social & Family Affairs*
2. _____
**Office of Revenue Commissioners *Post office *Local TD clinic etc.*

- (f) Outline **three** reasons why some people find it difficult to adjust to retirement. (12 marks)

3 reasons @ 4 marks each

1. _____
**Sense of loss *Considerable life change*
- _____
- *Complete change in daily routine*
2. _____
**Lack of structure / different structure to the day *Boredom*
- _____
- *No longer part of a team *Work buzz gone *Loss of identity*
3. _____
**Under partners feet*
- _____

- (g) Identify **two** practical things that a person could do to help them adapt to retirement. (8 marks)

2 @ 4 marks each

1. _____
**Create a daily schedule or routine*
- _____
- *Don't feel guilty about enjoying yourself *Work out a budget for yourself*
2. _____
**Take up a new hobby / sport *Exercise*
- _____
- *Don't focus on what you have lost*
- *Meet with other retired people*
- *Volunteer *Join a club *Become a member of the library*