



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate Applied 2013

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.



Coimisiún na Scrúduithe Stáit State Examinations Commission

Leaving Certificate Applied 2013

Total Mark

--

Vocational Specialism – Childcare/Community Care (240 marks)

Credit

--

Monday, 10 June
Afternoon, 2.00 to 3.30

Directions to Candidates

Marking Scheme

- Write your EXAMINATION NUMBER in this space:
- WRITE ALL ANSWERS INTO THIS ANSWER BOOK.
- 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.

For the Superintendent only

Centre Stamp

<i>For the Examiner only</i>		Question	Mark
1. Total of end of page totals.		1	
2. Aggregate total of all disallowed questions.		2	
3. Total mark awarded (1 minus 2).		3	
4. Bonus mark for answering through Irish.		4	
5. Total mark awarded if Irish Bonus. (3 + 4)		5	
6. Credit.		6	
Note: The mark in row 3 must equal the mark in the Total box.		7	
		8	
		9	
		10	
		TOTAL	

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) Identified below are three items that are used to care for a baby's hair and scalp. Suggest **two** different factors that a parent / carer should consider when selecting **each** item.

Brush (8 marks)

2 factors @ 4 marks each

1. _____

**Bristle quality – bristles that are secure and won't fall out*

**Soft bristles that won't scratch baby's scalp *Handle with good grip*

**Durability – will not break if you drop it*

**Longevity - will last and can possibly be kept as a keepsake*

**Design – e.g. colour and theme*

Comb (8 marks)

2 factors @ 4 marks each

1. _____

**Teeth that are properly sized and spaced to pass through fine hair*

**Wide toothed – easy to use *Teeth that don't have sharp points / edges that*

*scratch baby's head *Large enough for the adult to grip in their hand*

**Part of a matching set e.g. matching a brush*

Shampoo (8 marks)

2 factors @ 4 marks each

1. _____

**Buy shampoos designed for babies – don't use adult shampoo*

**Choose 'Tearless' or 'Tear free' shampoos to avoid stinging if they get in the eyes*

2. _____

**Check ingredients – some ingredients should be avoided e.g. parabens,*

formaldehyde etc.

- (b) Name the item in the photograph **and** state its purpose. (8 marks)

Name of item **Name @ 4 marks**

e.g. **Hair shield *Shampoo shield*

Purpose of item **Purpose @ 4 marks**

**Helps to keep water and shampoo out*

of baby's eyes



- (c) Describe a step-by-step routine for washing a young baby's hair. (12 marks)
4 steps @ 3 marks each

**Collect all of the equipment and materials needed *Hold baby securely with one arm and lean baby over a basin, sink or bath *Wet baby's hair with a damp wash cloth or pour warm not hot water from a small jug over the scalp*

**Place a small amount of shampoo in the palm of the hand and apply to the top of baby's head *Gently massage the shampoo all over the hair, behind ears etc..*

** Take care around the soft fontanelle at the front of the head * If suds get near the face wipe them away with a damp washcloth *Rinse with fresh water from a jug leaning baby back at the same time to avoid water running into face*

**Wrap head with a little towel and blot rather than rub. *Leave to dry naturally*

**Never use a blow dryer as baby's hair is very fine and the scalp could get easily burnt.*

- (d) Suggest **one** practical measure that a parent / carer can take if a young baby does not like having his / her hair washed. (4 marks)
1 measure @ 4 marks

**Distract with toys, songs etc*

**Place a mirror in front of baby so he / she can see what's going on*

**Use a shampoo shield to avoid soap and water getting into baby's eyes*

- (e) What is *cradle cap*? (4 marks)
1 @ 4 marks

**Yellowish greasy scaly patches that appear on the scalp of young babies*

- (f) Describe a treatment for cradle cap. (8 marks)
2 steps @ 4 marks each

**At night gently massage oil into the scalp to loosen the crust*

**In the morning use a soft baby brush or cloth to remove loose particles*

**Then wash the hair with baby shampoo or a product designed for cradle cap*

2. (a) Identify **four** factors that a parent / carer should consider when selecting a child's first walking shoes. (12 marks)

4 factors @ 3 marks each

1. _____
**Shoes that are fitted properly*

**Built in growing room around the toes*

2. _____
**Secure fastenings so that the child does not have to curl his / her toes to keep the*

shoes on

3. _____
**Non slip soles to give the child stability when getting around*

**Light weight and soft so that walking feels natural*

4. _____
**Breathable lining to allow perspiration to escape*

- (b) Suggest suitable footwear for a child for **each** situation identified below. Give **one** reason for **each** suggestion.

1. Visit to a farm (8 marks)

1 suggestion @ 4 marks

e.g. **Wellington boots*

Type of footwear _____

1 reason @ 4 marks

Reason for suggestion _____

**They are waterproof so keep the feet dry *They are easy to clean afterwards*

**Children like wearing them as they come in a wide range of colours and designs*

2. Visit to the beach (8 marks)

1 suggestion @ 4 marks

e.g. **Clogs *Plastic shoes *Flip flops etc.*

Type of footwear _____

1 reason @ 4 marks

Reason for suggestion _____

**Helps to protect the feet from hot sand, sharp objects, jelly fish etc.*

**Easy to remove sand from them afterwards*

3. In the home (8 marks)

1 suggestion @ 4 marks

e.g. **Non slip soled slippers / socks *Plimsolls etc.*

Type of footwear _____

1 reason @ 4 marks

Reason for suggestion _____

**Lightweight*

**Soft, warm and comfortable*

**Protects the feet*

- (c) Shown below are three types of children's shoes. Identify the shoe that you would select for a child starting pre-school and give **three** reasons for your selection. (12 marks)



Indicate your selection (A), (B) or (C)	
-----------------------------------------	--

Reasons for your selection.

3 reasons @ 4 marks each

e.g.

1. _____
**Easy and quick to fasten / unfasten when needed*

2. _____
**Promotes independence – child can put them on themselves*

3. _____
**Non slip sole gives good grip when walking*

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 **four** reasons why children enjoy *bubble* play. (12 marks)



4 reasons @ 3 marks each

1. _____
**They can play bubbles outdoors* **Bubble play is messy*

**Children can play bubbles alone or as part of a group*

2. _____
**Children like to blow bubbles of different sizes*

** Children like to pop / burst bubbles* **Children discover things about science*

3. _____
**Bubbles come in different colours and shapes*

**Bubbles can join together to make bigger bubbles*

4. _____
**Bubbles float away* **Children can chase / catch bubbles*

- (b) Explain how bubble play can support a child's development.
Give **two** examples for **each** area of development named below.

Physical development (6 marks)

2 examples @ 3 marks each

1. _____
**When blowing bubbles the mouth / tongue are exercised which helps speech*

2. _____
development **Dipping into the container and blowing bubbles through a wand supports hand / eye co-ordination*

Intellectual development (6 marks)

2 examples @ 3 marks each

1. _____
**Children learn about bubble shapes* **Children learn new words to describe*

2. _____
bubbles **Children learning scientific concepts e.g. floating*

Social development (6 marks)

2 examples @ 3 marks each

1. _____
**Children can play bubbles together in groups* **Children can take turns*

2. _____
blowing bubbles **Children can compete with each other e.g blowing the biggest bubble/ smallest bubble etc.*

- (c) Outline **four** safety factors that should be considered when planning and implementing bubble play for children. (12 marks)

4 factors @ 3 marks each

1. _____
**Bubbles can sting the eyes if they burst in the face or children get the solution on their hands and rub it into the eyes*

2. _____
**Children need to know the difference between blowing and sucking so that they don't get the solution in their mouths*

3. _____
**The area where the child is standing especially if it is a hard surface can become slippery*

4. _____
**Younger children need to be supervised during bubble play*
**Left over bubble solution needs to be stored out of reach of younger children*

- (d) List the ingredients needed to make a home-made bubble solution. (6 marks)

2 ingredients @ 3 marks each

_____ **Washing up liquid*

_____ **Water*

_____ **Glycerine*

- (e) Give **two** advantages of making home-made bubble solution. (6 marks)

2 advantages @ 3 marks each

1. _____
**Bubbles are easy and quick to make*

_____ **It works out cheaper than shop bought bubbles*

2. _____
**You know what's in the bubble mix*

_____ **Ingredients are easily available in most homes*

- (f) Identify **two** household items of equipment that could be used to form / blow bubbles. (6 marks)

2 items @ 3 marks each

1. _____
**Funnel *Sieve *Strainers *Slotted spoon *Fly swatter *Cookie cutters etc.*

2. _____

4. (a) State **four** developmental benefits of *dressing-up* play for pre-school children. (12 marks)

4 benefits @ 3 marks each

1. _____
**It helps children to develop their imagination and be creative*
- _____
- *It allows children to experiment*
2. _____
**Children can role-play being different people*
- _____
- *Children can act out solving problems *Children can deal with emotional situations *Children use language in different ways /develop new language*
3. _____
**Children act out with others /socialise*
4. _____
**Children develop confidence *Children take leadership roles*
- _____

- (b) List **six** items that could be included in a dressing-up box for pre-school children. (12 marks)

6 items @ 2 marks each

1. _____
**Hats *Scarves *Costumes e.g. cowboy, princess etc.*
2. _____
**Handbags *Jewellery*
2. _____
**Gloves *Handbags*
3. _____
**Towels *Clothes*
4. _____
**Aprons *Shoes etc.*
5. _____

- (c) Outline **four** factors that a parent / carer should consider when selecting items to put into the dressing-up box. (12 marks)

4 factors @ 3 marks each

1. _____
**Items should be age appropriate*
- _____
- *Nothing should be included that could present a potential choking hazards*
2. _____
**Nothing included with sharp edges etc.*
- _____
- *A variety of items to offer lots of opportunities for children to role-play different situations and people*
3. _____
- _____
- *Both male and female clothes and accessories included in the box*
4. _____
**Clean items in the box *Washable items*
- _____

(d) Suggest **four** other props that could be used to support dressing-up play. (12 marks)

4 props @ 3 marks each

1. _____
**Clothes rail with hangers *Boxes *Cups and saucers *Telephone*
2. _____
**Empty food packages *Play money *Cash box *Clock*
3. _____
**Weighing scales *Brochures / magazines *Posters *Old passports etc.*
4. _____

(e) Discuss shop bought dressing-up costumes versus dressing-up costumes made at home. Give **three** points. (12 marks)

3 points @ 4 marks each

1. _____
**Costumes made at home can be made from old clothing*
- _____
- _____
- _____
- _____
2. _____
** Costumes made at home can be more environmentally friendly if reusing clothing*
- _____
- _____
- _____
- _____
3. _____
**Shop bought costumes are often linked to particular characters whereas costumes made at home offer potentially a wider range / more variety / creativity*
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Section 3 - Parenting and Care Provision

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

5. (a) Describe **each** type of family unit named below.

Single parent family (4 marks)

1 description @ 4 marks

**A parent with dependent children living alone without a spouse or partner*

Step family (4 marks)

1 description @ 4 marks

**A family where one of the parents or both parents have children from a previous relationship*

Extended family (4 marks)

1 description @ 4 marks

**A family that consists of parents, children and other close relatives living in the same household or nearby*

(b) Identify **four** possible reasons why there are single parent families. (12 marks)

4 reasons @ 3 marks each

1. _____

**The mother or father is deceased*

**Parents are divorced*

2. _____

**The parent has never married*

**One parent works away with their job e.g. with the army*

3. _____

**One parent is in prison*

**One parent has had to seek work away from home e.g. has had to go to another*

4. _____
city/country

**Teenage pregnancy*

- (c) Describe **four** challenges that may be experienced by a single parent family. (12 marks)

4 challenges @ 3 marks each

1. _____
**The parent trying to balance family and work *The parent responsible for all decisions *The parent carrying additional roles and responsibilities*
2. _____
**The parent trying to find time for everything*

**The parent finding difficulty socialising / meeting friends due to responsibilities*
3. _____
**The family trying to make ends meet financially*

**The parent feeling overwhelmed at times *The parent feeling lonely*
4. _____
**The child lacking male/female influence*

**The child feeling different / wishing for things to be different*

- (d) Discuss **three** factors that can help to create a happy home life for a family. (12 marks)

3 factors @ 4 marks each

1. _____
**Spend time together / enjoy each other's company / do activities together*

**Communicate / talk to each other / discuss things together*
2. _____
**Express affection / love for each other / show appreciation*

**Encourage each other and praise each other*
3. _____
**Ensure a work / life balance*

**Ensure routine / family mealtimes / discipline etc.*

- (e) Identify **three** areas where *culture* (e.g. religion, nationality and ethnicity) can influence family life. (12 marks)

3 areas @ 4 marks each

1. _____
**Older people – their role in the family, their place in the family and the esteem with which they are held in the family*
2. _____
**Gender – the role of different members of the family e.g. who does what in the house, who provides for the family*
3. _____
**Authority figure – who makes decisions, etc.*

**Child rearing – who cares for the children, discipline – who administers, parenting style etc.*

6. (a) Give **four** reasons why parents may require childcare services. (12 marks)

4 reasons @ 3 marks each

1. _____

**Both parents are working*

**The parent that looks after the child / children may want some time to themselves*

2. _____

during the week

**A parent may use childcare for one or more of their children while they spend*

3. _____

time with their newborn

**Parents want their child to be with children of a similar age so that they can*

4. _____

develop their social skills

(b) Identify **four** different types of childcare available for pre-school children. (12 marks)

4 types @ 3 marks each

1. _____

**Full day care e.g. Crèche or nursery*

2. _____

*Part-time care e.g. *Montessori *Naíonraí *Playschool*

3. _____

**Childminder in childminders home *Childminder in Childs home *Au-Pair*

4. _____

**Drop-in care e.g. at a shopping centre, sports centre etc.*

(c) Outline **four** factors that a parent might consider when selecting a childcare service for their pre-school child. (12 marks)

4 factors @ 3 marks each

1. _____

**Convenience of location, proximity to home, work etc.*

**Recommendations from other parents / reputation of service*

2. _____

**Opening and closing times*

**Charges and financial arrangements, billing etc.*

3. _____

**Type of service included, e.g. meals etc.*

**Play environment, range of activities, outdoor facilities etc.*

4. _____

**Languages spoken*

**Staff e.g. qualifications, experience, warmth etc.*

**Condition of environment e.g. safety, cleanliness etc.*

**Agreement with Policies etc.*

- (d) Identify **four** factors that a parent should consider before asking a grandparent to look after a grandchild on a regular basis. (12 marks)

4 factors @ 3 marks each

1. _____
**Convenience / geographic distance from grandparent*

**Will payment be offered for childcare*

2. _____
**How will changes to the grandparent's lifestyle affect him/her e.g. loss of*

independence, personal time and possible social contacts

3. _____
**Is the grandparent in good health and able for physical challenges such as lifting*

**Do you agree on a childcare approach, discipline etc.*

4. _____
**How will you stay on good terms if you disagree on childcare issues*

- (e) What is the *Early Childhood Care and Education Scheme* (ECCE)? (4 marks)

1 point at 4 marks

**A scheme that provides a free year of early childhood care and education for*

children of pre-school age

** Free preschool education e.g. a child attending a playschool is entitled to 3 hours per day, five days per week across 38 weeks.*

- (f) Discuss the role of school *breakfast clubs*. Give **two** points. (8 marks)

2 points @ 4 marks each

1. _____
**A school breakfast club provides a nutritious breakfast *Students have the*

opportunity to chat to each other before class starts

**Breakfast clubs provide an incentive for children to attend school regularly and*

2. _____
on time

**Attention / concentration is improved in class because children have eaten a*

nutritious breakfast rather than coming to school on an empty stomach

Section 4 - People with Special Needs

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

7. (a) State the reasons why the 2012 Paralympics was an important event for **each** of the groups listed below. Give **two** different reasons for each group.

Athletes (8 marks)

2 reasons @ 4 marks each

1. _____

**Paralympians received unprecedented recognition and respect for their*

*achievements *Paralympians demonstrated that they are just as competitive*

2. _____

as Olympians and just as great

**Paralympians sent out strong messages of inspiration, courage, bravery and determination*

**The disabilities of athletes were openly discussed by the media and public*

Families and friends of the athletes (8 marks)

2 reasons @ 4 marks each

1. _____

**Great sense of pride having played such an important role in the support*

and preparation of the athletes

2. _____

**Created a strong sense of community*

General public (8 marks)

2 reasons @ 4 marks each

1. _____

**The Paralympics received huge media coverage and caught the attention and*

interest of the public who watched the events in very large numbers

2. _____

**Athletes were an inspiration to others to get involved*

**Increased awareness of people with disabilities excelling in sport*

**Greater positivity about the role of people with disabilities * Public were looking beyond the disability because of the stunning performances*

- (b) Give **four** reasons why an exercise routine is important for a person with a disability. (12 marks)

4 reasons @ 3 marks each

1. _____

**It helps to maintain body strength and flexibility *It strengthens heart and lungs*

2. _____

**It helps to control weight *It energises the person*

3. _____

**It helps to reduce stress *It is important for emotional health*

4. _____

- (c) Identify **four** barriers that may contribute to low levels of participation in physical activity / sport by people with disabilities. (12 marks)

4 barriers @ 3 marks each

1. _____
**Many gyms are not designed with wheelchairs / disability access in mind*

2. _____
**The assistances of others may be required e.g. companion or volunteer*

3. _____
**Lack of awareness of what is available / possible locally*

4. _____
**Lack of encouragement / motivation *Lack of confidence*

- (d) What does the photograph below say about disability? Give **three** points. (12 marks)



3 points @ 4 marks each

1. _____
**Everyone can participate in some form of exercise / activity*

2. _____
**It is important for people with disabilities to participate alongside others in the community* **Exercise can be enjoyable for everyone*

3. _____
**Exercise helps to improve quality of life and gets you out and about*

8. (a) State **four** causes of hearing loss. (12 marks)

4 causes @ 3 marks each

1. _____

**Hearing loss at birth (congenital) *Hearing reduces with ageing*

**Damage to the inner ear e.g. exposure to loud noise*

2. _____

**Ear infection in the outer or middle ear*

**Illness e.g. Meningitis *Poking the eardrum*

3. _____

**Build up of earwax blocking the ear canal*

**Head injury from an accident*

4. _____

**Ruptured eardrum from a loud blast of noise, sudden change in pressure etc.*

(b) Outline **four** possible signs of hearing loss in children. (12 marks)

4 signs @ 3 marks each

1. _____

**Doesn't reply when you call him / her *Language development is delayed*

**Responds inappropriately to questions*

2. _____

**Has difficulty understanding what people are saying*

**Has problems academically*

3. _____

**Complains of earache / ear pain / head noises*

**Turns up volume of TV excessively*

4. _____

**Doesn't turn head in response to sounds coming from another room*

(c) Why is it important to detect hearing loss in children as early as possible? (4 marks)

1 @ 4 marks

**If it goes undetected there could be permanent impairment of speech, language*

and learning

(d) Name **two** people a parent / carer could seek advice from if they suspect a child has hearing loss. (8 marks)

2 people @ 4 marks each

1. _____

**Doctor *Public Health Nurse *Teacher *Ear specialist *Deaf association*

2. _____

- (e) Outline **four** ways that hearing loss can affect a child in school. (12 marks)
4 ways @ 3 marks each

1. _____
**Delay in speech and language development*
- _____
- *Learning difficulties / falling behind * Not following what is going on in class*
2. _____
**Communication difficulties because speech is unclear*
- _____
- *Difficulty socialising and making friends leading to isolation*
3. _____
**Poor self concept / confidence*
- _____
4. _____
- _____

- (f) Identify **four** assistive devices / items of equipment that can help to support a child with hearing loss when he /she is in school. (12 marks)
4 devices / items of equipment @ 3 marks each

1. _____
**Hearing aid*
- _____
- *Interactive whiteboards*
2. _____
**Computers/laptops*
- _____
- *Hearing Loop system that cuts out unwanted background noise*
3. _____
**FM System – the teacher wears a microphone and the transmitter and the child*
- _____
- wears the receiver tuned into the same channel*
4. _____
- _____

Section 5 - Older People

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

9. (a) What is *early retirement*? (4 marks)

1 explanation @ 4 marks

**Retiring before the official retirement age.*

**When an employee decides to stop working before the usual age for stopping work*

(b) Outline **four** reasons why a person might retire early. (12 marks)

4 reasons @ 3 marks each

1. _____
**An employee receives a package (financial incentive) from their employer to leave*

**To spend more time with a partners/spouse who has already retired*

2. _____
**A desire to pursue hobbies and interests*

**An accident resulting in a disability*

3. _____
**Health problems of employee or family member*

**Finding work too stressful *Burnout*

4. _____
**Not enjoying ones job anymore or boredom*

**No longer needing to earn money due to a change in financial circumstances e.g. receiving an inheritance*

(c) State **four** benefits of attending a pre-retirement course. (12 marks)

4 benefits @ 3 marks each

1. _____
**To get a better understanding of what retirement involves*

**To explore when might be the best time to retire*

2. _____
** To start planning for retirement *To get used to the idea of retiring*

** To explore if you can afford to retire / how much you will have to live on / need*

3. _____
to save beforehand

**To explore / plan ahead how you might use your time when you do retire*

4. _____
**Opportunity to meet people at the same stage of life*

**Opportunity to ask questions*

- (d) Identify **four** topics generally included in pre-retirement courses. (12 marks)

4 topics @ 3 marks each

1. _____

**Financial planning / money management*

**Legal advice e.g. making a will*

2. _____

**Health care *Nutrition and healthy eating*

**Exercise*

3. _____

**Safety issues*

**Adjusting to retirement *Managing your time *Developing interests*

4. _____

**Dealing with bereavement*

- (e) At what stage in a person's working life should they attend a pre-retirement course? (4 marks)

1 @ 4 marks

**2-3 years before the actual retirement date*

- (f) Describe **two** phases that many people go through after retirement. (8 marks)

2 phases @ 4 marks each

1. _____

**Honeymoon phase – a period when retiree gets to do all the things they have*

wanted to do e.g. travel

2. _____

**Disenchantment phase – retiree experiences a sense of loss, uncertainty or lack of*

purpose

**Reorientation phase – retiree evaluates what is working/not working in the retirement lifestyle. May start new hobbies, add new routines during this phase*

**Routine phase – retiree becomes used to non working lifestyle. Phase is marked by stability and contentment*

- (g) Explain the difference between a *state pension* and a *private pension*. (8 marks)

State pension **2 points @ 2 marks**

**The state pension is a benefit paid by the government*

**To qualifying you must be 66.*

**A contributory pension requires a minimum no of social insurance contributions.*

**A non contributory pension is means tested*

Private pension **2 points @ 2 marks**

**This is a personal pension plan*

**It is managed by a life assurance company or an investment firm.*

**You set the plan up yourself and arrange to pay your own contributions*

10. (a) Give **four** reasons why an older person might experience loneliness. (12 marks)

4 reasons @ 3 marks each

1. _____

**May not be able to leave the house to meet people/do things due to ill health*

**Family members are living some distance away or have emigrated*

2. _____

**Spouse or partner is deceased*

**Relationship has broken up / separation or divorce*

3. _____

**Guarded about revealing things about themselves so don't look for help*

**Expecting other people to take the initiative to pick up the phone/ask them out*

4. _____

**Not wanting to spend limited financial resources*

(b) Outline **three** ways that long term loneliness can affect an older person. (12 marks)

3 ways @ 4 marks each

1. _____

**Routine is affected e.g. over sleeping, not caring for oneself*

**Poor diet e.g. over eating, under eating, eating the wrong things*

2. _____

**Becoming withdrawn and depressed*

**Poor self esteem / feeling negative about oneself*

3. _____

**No sense of hope *Weepy / sad a lot*

(c) Suggest **four** practical measures that an older person might take to prevent loneliness. (12 marks)

4 measures @ 3 marks each

1. _____

**Participate in community or church related activities and outings*

**Join a club *Visit others *Talk to neighbours*

2. _____

**Enrol in adult education classes *Take up a hobby *Go for walks*

**Visit the library and read books *Get a pet*

3. _____

**Phone family members *Learn how to Skype*

**Arrange for visits from groups such as the Vincent de Paul /Friends of the Elderly*

4. _____

**Develop / maintain a daily routine *Ask for help*

- (d) Discuss 'dog ownership for older people'. Give **two** points under **each** heading below.



Companionship (8 marks)

2 points @ 4 marks each

1. _____

**Dog provides unconditional affection *Owners chat away to dogs*

**Dog is good company and helps to avoid loneliness*

2. _____

**Provides comfort e.g. being able to pat, stroke it*

** Provides a sense of being needed e.g. dog needs to be fed, walked etc.*

Exercise (8 marks)

2 points @ 4 marks each

1. _____

**A dog needs walking so the older person gets out for exercise each day*

2. _____

**The responsibility of owning a dog ensures an active routine e.g. getting up*

in the morning, preparing meals etc.

Security (8 marks)

2 points @ 4 marks each

1. _____

**A dog can alert an older person to danger e.g. barking when a stranger comes*

near

2. _____

**A barking dog discourages intruders*

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