



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate Applied 2015

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 2015

Total Mark

--

Vocational Specialism – Childcare/Community Care (240 marks)

Credit

--

Monday, 8 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) Name **six** items that should be in a *first-aid* kit. (12 marks)

6 items @ 2 marks each

1. _____
**Plasters* **Scissors*
2. _____
**Sterile gauze dressing* **Examination gloves*
3. _____
**Sterile eye pads* **Crepe bandage*
4. _____
**Safety pins* **Burns dressing*
5. _____
**Disinfectant wipes, etc*
6. _____

(b) Suggest a storage place for a first-aid kit in the home. (4 marks)

1 place @ 4 marks

**Up high* **In a locked cupboard*

Give **two** reasons for suggesting this storage place. (8 marks)

2 reasons @ 4 marks each

1. _____
**So that children can't reach / get at the first-aid kit*
- _____
**To avoid children choking on small parts e.g. on safety pins*
2. _____
**To avoid children getting cut from the scissors*
- _____

(c) Identify **four** emergency services / contacts whose details should be easily available in the home in case of an emergency. (12 marks)

4 @ 3 marks each

1. _____
**Ambulance services* **GP* **Samaritans*
2. _____
**Fire Brigade* **Family Members*
3. _____
**Garda Síochána* **Bord Gáis*
4. _____

- (d) The photographs below show three areas of the home that can be unsafe for a child. Identify a *safety hazard* **and** a *risk* for **each** area and describe how the area could be made safe. (24 marks)



Safety hazard _____ 1 @ 2 marks _____
**Open or Unlocked Window*

Risk _____ 1 @ 2 marks _____
**Child might climb up, open window, fall out and injure themselves*

How area can be made safe _____ 1 @ 4 marks _____
**Window could be kept locked. *Child lock fitted *Child supervised/not left alone*

**Furniture kept away from windows so that child couldn't climb up to window*



Safety hazard _____ 1 @ 2 marks _____

**Open stairs*

Risk _____ 1 @ 2 marks _____
**Falling down the stairs & injuring themselves*

How area can be made safe _____ 1 @ 4 marks _____
**Stair gate fitted at top and bottom of stairs*



Safety hazard _____ 1 @ 2 marks _____

**Water in the toilet bowl *Chemicals in bowl*

Risk _____ 1 @ 2 marks _____
**Falling into toilet and drowning*

How area can be made safe _____ 1 @ 4 marks _____
**Keep bathroom door locked*

**Fit a childproof toilet lock to prevent lid from being lifted*

2. (a) What factors should be considered when deciding whether to *breast feed* or to *bottle feed* a baby? Give **four** factors. (12 marks)

4 factors @ 3 marks each

1. _____
**Health benefits of breast feeding e.g. antibodies that protect baby from illness*

2. _____
**Nutritional benefits of breast milk e.g. the most complete source of naturally balanced nutrition* **Breast feeding mums can get sore nipples and leaky breasts*

3. _____
**Breast milk is less expensive* **Breast milk is easier to digest than formula milk*
**Easier for mums to return to work if bottle feeding*

4. _____
**Breast feeding mums need to be available to feed their babies* **Mum, dad or other family can feed the baby if bottle feeding* **The food and medications a mother*

- (b) Suggest **three** sources of information on breast feeding. (6 marks)

3 sources @ 2 marks each

**Books* **Leaflets* **The internet* **Blogs* **Breast feeding support groups*

1. _____

**Family members and friends* **GP* **Health Nurse*

2. _____

**Maternity Hospital*

3. _____

- (c) Identify **four** items of information that a parent would expect to find on the packaging of *infant formula*. (12 marks)

4 items @ 3 marks each

1. _____

**Ingredients*

**Best before date*

2. _____

**Age suitability*

**Weight of formula*

3. _____




**Instructions on how to make up the formula*

**Safety and hygiene guidelines*

4. _____

**Guidelines for storage*

- (d) Shown below are three items that may be used as part of a feeding or bottle cleaning routine. State the **name** **and** **purpose** of **each** item. (18 marks)

	<p style="text-align: right;"><i>Name @ 2 marks</i></p> <p>Name * <i>Bib</i> _____</p> <p style="text-align: right;"><i>1 point @ 4 marks</i></p> <p>Purpose _____</p> <p><i>*To protect the baby's clothes from becoming stained</i> *<i>To help to keep the baby's chest area dry</i></p>
	<p style="text-align: right;"><i>Name @ 2 marks</i></p> <p>Name * <i>Teat</i> _____</p> <p style="text-align: right;"><i>1 point @ 4 mark</i></p> <p>Purpose _____</p> <p><i>*Helps baby to drink from a bottle.</i></p> <p><i>*Teat simulates the breast and baby can suck on it</i></p>
	<p style="text-align: right;"><i>Name @ 2 marks</i></p> <p>Name * <i>Bottle brush</i> _____</p> <p style="text-align: right;"><i>1 point @ 4 marks</i></p> <p>Purpose _____</p> <p><i>*Helps to remove milk product from the inside of the bottle</i></p>

- (e) Discuss the benefits of using a *steam steriliser*. Give **three** points. (12 marks)
3 benefits @ 4 marks each

1. _____
**Easy to use*

- *No chemicals required so avoids the purchase of sterilising fluid or tablets*
2. _____
**Quick to sterilise e.g. in as little as 4 minutes*

- *Not restricted to bottles only*
3. _____
**Items can remain sterile for up to 24 hours if lid is kept closed*

Section 2 - Child Development and Play

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

3. (a) Outline **four** factors that should be considered when planning an activity for a child. (12 marks)

4 factors @ 3 marks each

1. _____
**Stage of development of child *Age of child*
- _____
- _____
- *How the activity will nurture the child's development*
2. _____
**Time of year / weather conditions if an outdoor activity*
- _____
- _____
- *Childs interests*
3. _____
**The type of activity e.g. creative, physical etc.*
- _____
- _____
- *Where the activity will take place*
4. _____
**Any costs involved*
- _____

- (b) State **four** benefits of *painting* activities for children. (12 marks)



4 benefits @ 3 marks each

1. _____
**Allows a child to express themselves *It's a form of communication*
- _____
- _____
- *It stimulates language*
2. _____
**Develops hand eye co-ordination *Develops fine motor skills*
- _____
- _____
- *Develops imagination *Good for concentration*
3. _____
**It helps to release stress*
- _____
- _____
- *Its enjoyable / fun*
4. _____
**Develops creativity*
- _____

- (c) Shown in the picture below is an example of a painting produced during a painting activity with a pre-school child.
Name the type of painting activity, list the materials needed and describe how the activity is carried out.



Type of painting activity (3 marks)

Name @ 3 marks

**Printing*

List of materials needed (9 marks)

3 items @ 3 marks each

1. _____

**Paper *Paint*

2. _____

**Items that can be used to print shapes e.g. a cut potato or cookie cutter*

3. _____

Description of how the activity is carried out. (12 marks)

4 points @ 3 marks each

**Lay a sheet of paper on a flat surface *Spread a layer of paint on a plate*

**Use a new plate for each colour *Dip one of the shapes into the paint*

**Press the shape onto the paper*

**Use a different shape for each colour or wash the shape in between colours*

**Continue until page is filled with printed shapes *Leave to dry*

**Clean up*

- (d) Name **four** other painting activities that could be carried out with pre-school children. (12 marks)

4 activities @ 3 marks each

1. _____

**Bubble painting *Blow painting *Finger painting*

2. _____

**Hand printing *Marble painting *Painting with wheels*

3. _____

**Splatter painting *Butterfly printing *String painting *Texture painting*

4. _____

4. (a) State **four** reasons why children enjoy having stories read to them at bedtime. (12 marks)



4 reasons @ 3 marks each

1. _____
**It can be fun / entertaining *Children enjoy choosing the story*

2. _____
**Children enjoy having alone time with the person reading the story to them e.g. a parent or grandparent *It's something they can do together*

3. _____
**They sit close to each other *It's cosy being in bed listening to a story*

4. _____
**It helps the child to get to sleep to get to sleep *It's part of a bedtime routine *It's calming*

- (b) Give **two** examples of how books can support a child's development in **each** area listed below. (16 marks)

Language

2 examples @ 4 marks each

1. _____
**Children are exposed to new words *Children learn the meaning of words*

2. _____
**A child's vocabulary is increased *Children hear words used in different contexts *Children hear words placed in different sentences. *Children can see and hear*

Imagination

2 examples @ 4 marks each

**Helps children to focus and concentrate*

1. _____
**Helps a child's memory*

2. _____
**Supports a child's creativity *Exposes a child to new ideas, situations and characters*

- (c) State **three** benefits of using a puppet when reading a story to a child. (12 marks)



3 benefits @ 4 marks each

1. _____

**Bring the story to life*

**Sparks the child imagination *Story can become more vivid / real*

2. _____

**Gets the child's attention / child focused on puppet*

**Children enjoy interacting with puppets*

3. _____

**Puppet can get up to all sorts of things*

**Some children find it easier to express themselves to a puppet*

- (d) Name **four** other props (items) that could be used when reading a story to a child. (12 marks)

4 props @ 3 marks each

1. _____

**Clothes e.g. hat or cloak*

2. _____

**Container e.g. mystery bag / box*

3. _____

**Stuffed animal, teddy bear or doll*

4. _____

**Small puppet theatre*

- (e) Discuss the role of *ebooks* instead of *traditional books* for children. Give **two** points. (8 marks)

2 points @ 4 marks each

1. _____

**ebooks are usually cheaper*

**ebooks can be stored on a device so handy for travel*

2. _____

**Lots of ebooks can be stored on the same device so no need for physical storage space*

**ebook fonts can be enlarged for easy reading or for children with special needs*

**traditional books can be resold or bought second hand*

**No device needed to read a traditional book*

**Traditional books feel nice, smell nice etc. *They come in all shapes and sizes*

**Children like to physically turn the pages, look at the pictures etc.*

Section 3 - Parenting and Care Provision

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

5. (a) Identify **four** skills and **four** qualities needed for parenting.

Skills (12 marks)

4 skills @ 3 marks each

1. _____
*Childcare skills e.g. *cleaning and preparing bottles, *nappy changing,*
2. _____
**caring for a sick child *Cooking skills *Laundry skills*
3. _____
**Disciplinary skills*
4. _____

Qualities (12 marks)

4 qualities @ 3 marks each

1. _____
**Loving *Caring *Patient *Responsible *Kind *Good communicator*
2. _____
**Understanding *Comforter *Listener *Firm *Fair*
3. _____
**Respectful*
4. _____

- (b) Why do some parents find the role of parenting challenging? Give **four** reasons.

(12 marks)

4 reasons @ 3 marks each

1. _____
**Full time role *Trying to juggle jobs and parenting*
2. _____
**Tired because of loss of sleep*
3. _____
**Isolation as often not able to get out*
4. _____
**Financial pressures due to additional costs such as childcare*
5. _____
**Learning on the job especially on a first child as no previous experience*
6. _____
**24/7 role*

- (c) Suggest **four** ways that parenting *skills* **and** *qualities* can be developed. (12 marks)

4 ways @ 3 marks each

1. _____
**Learning on the job*

- *Doing a course*
2. _____
**Watching parenting videos*

- *Reading parenting books / leaflets*
3. _____
**Observing other parents*

- *Seeking advice and help from friends and family*
4. _____
**Advice from medical people e.g. health nurse, GP, pharmacist*

- (d) Describe how *parenting styles* and *family life* may differ from previous generations. Give **four** points. (12 marks)

4 points @ 3 marks each

1. _____
**Mothers stayed at home in the past to look after their children; a lot of mums now combine parenting and work outside of the home*

2. _____
**Some dads are now stay at home dads; in the past this was unusual*

- *Men now have a very hands-on parenting role; in the past the father didn't do things like change nappies, feed babies etc.*
3. _____

- *Parenting is now shared; in the past fathers tended to have the disciplinarian role*
4. _____
**Family life is more informal than previous generations e.g. mealtimes*

- *Families are on the go more as children are brought to school, activities etc.*
- *More children spend time in Childcare as parents are working*
- *More children are living in single parent families etc.*

6. (a) State **four** benefits of a child attending *pre-school*. (12 marks)

4 benefits @ 3 marks each

1. _____

**Children get to play /socialise with other children *Children make friends*

**Children engage in different types of play*

2. _____

**Children have access to play items they may not have at home*

**Preschool provides a foundation for learning*

3. _____

**Preschool provides a structured environment and routine*

**Gives children independence*

4. _____

**Parents and children get a break from each other*

(b) Give **two** examples of different *types* of pre-schools. (8 marks)

2 examples @ 4 marks each

1. _____

**Montessori *Waldorf *High Scope *Naionra*

2. _____

(c) Describe the *indoor* and *outdoor* facilities that you would expect to see in a pre-school.
Give **two** points for **each**.

Indoor facilities (8 marks)

2 points @ 4 marks each

1. _____

**Reading area well stocked with books, comfy seating etc. *Dressing up clothes and*

*props for pretend play *Creative play area for painting, craft etc.*

2. _____

**Construction play area to play with bricks, Lego etc.*

**Kitchen area for food preparation*

Outdoor facilities (8 marks)

2 points @ 4 marks each

1. _____

**Play area to nurture physical development e.g. climbing frame, swings etc.*

**Flat area for riding tricycles etc. *Covered sand pit*

2. _____

**Safety surfaces e.g. soft tiles*

**Garden area for children to grow plants and vegetable*

- (d) Describe a typical daily programme of activities in a pre-school. Give **four** points. (12 marks)

4 @ 3 marks each

1. _____
**Arrival and greeting of children*

**Free play*

2. _____
**Circle time*

**Snack time*

3. _____
**Music and Movement, story time etc.*

**Outdoor play*

4. _____
**Getting ready for departure*

- (e) Identify **three** financial factors (charging / payment arrangements) that should be considered by a parent when selecting a pre-school. (12 marks)

3 @ 4 marks each

1. _____
**Does the parent pay even when their child doesn't attend e.g. if sick or on holidays*

**Do they pay monthly or weekly?*

2. _____
**Do they have to make an advance payment?*

**Is their child entitled to a free ECCE place?*

3. _____
**What is covered by the fee e.g. snacks?*

**Are there penalties for late payment?*

Section 4 - People with Special Needs

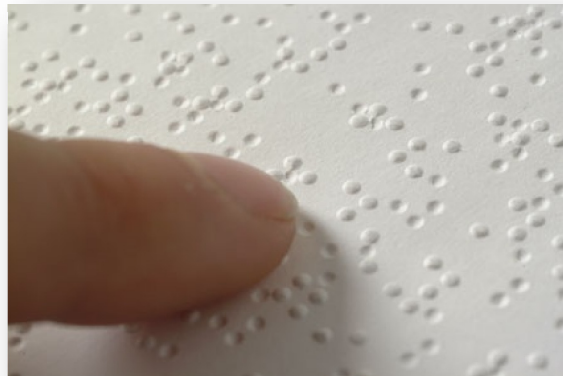
(Attempt either Question 7 or Question 8 if answering this section.
Each question carries 60 marks.)

7. (a) State **four** possible causes of a visual impairment. (12 marks)

4 @ 3 marks each

1. _____
**Injury to the eyes *Cataract *Cancer of the eye*
2. _____
**Inherited condition *Viral infection e.g. German Measles passed from mother*
3. _____
*during pregnancy *Eye infections *Diabetic retinopathy *Glaucoma*
4. _____
**Amblyopia – impaired vision due to lack of use in early childhood*
**Age related degeneration*

- (b) Suggest **three** advantages of braille. (12 marks)



3 points @ 4 marks each

1. _____
**System that can be used by blind people to read and write*
- _____
- _____
- _____
- _____
2. _____
**Effective as a means of communication*
3. _____
**Gives access to the literary world*
- _____
- _____
- _____
- _____
- _____
- _____
- _____

- (c) Identify **three** places where braille might be found. (12 marks)

3 points @ 4 marks each

1. _____
**Books *Signage outside toilets, *In elevators*
2. _____
**On packaging e.g. medicines*
3. _____

- (d) Outline **four** ways that a guide dog can be of benefit to a person who has a visual impairment. (12 marks)



4 points @ 3 marks each

1. _____
**Provides assistance in finding different locations /places*
- _____
- _____
- *Guides the owner around various obstacles*
2. _____
**Helps to keep the person safe*
- _____
- *Aids the persons independence*
3. _____
**Gives the person confidence*
- _____
- *Offers companionship*
4. _____
**Encourages the person to be active*
- _____

- (e) Discuss the use of a cane as an aid to support a person who has a visual impairment. Give **three** points (12 marks)



3 points @ 4 marks each

1. _____
**The cane supports mobility and getting around more easily / quickly*
- _____
- *The cane can detect objects in the path of the user and help to prevent falls / trips*
2. _____
**The white colour alerts others that the person has a visual impairment*
- _____
- *Using a cane can support independence as it takes away some of the fear of going out*
3. _____
** A white ball on the end of a cane avoids the need to lift and tap the cane which*
- _____
- can be tiring*

8. (a) State **four** of the benefits of people with special needs being integrated into the community. (12 marks)

4 benefits @ 3 marks each

1. _____
**Everyone gets to know each other*

2. _____
**People with special needs can get involved in a wide range of activities*

3. _____
**They feel part of the community*

4. _____
**Helps to break down stereotypes*

3. _____
**Helps to change people's attitudes / perception of each other*

4. _____
**Helps to overcome the fear of meeting people with special needs*

- (b) Identify **three** ways that a person with special needs might be *discriminated against* when seeking employment. (12 marks)

3 ways @ 4 marks each

1. _____
**An employer deciding they don't want to take on people with special needs*

2. _____
**Not calling people with special needs for interview even if they have the required qualifications*

3. _____
**Perception of employer that the person is less capable / less talented because of the special needs and therefore not selecting them*

Outline how this might affect the person with special needs. Give **two** points. (8 marks)

2 points @ 4 marks each

1. _____
**Frustration *Depressions *Poor self-esteem *Isolation*

2. _____
**Experiencing unemployment *Having to take lower paid jobs*

- (c) Describe how employment opportunities for people with special needs might be improved under **each** heading identified below.

Access to workplace buildings (8 marks)

2 @ 4 marks each

1. _____
**Parking spaces located close to entrances *Automatic doors*

2. _____
**Wide doors for easier entrance *Ramp up to door where there are steps*

Facilities at work (8 marks)

2 @ 4 marks each

1. _____
**Provision of assistive technology *Disabled toilets*

2. _____
**Adjustable height desks *Desks well lit *Appropriate signage*

- (d) Outline **three** ways that people with special needs can ensure that their needs are heard. (12 marks)

3 ways @ 4 marks each

1. _____
**Talk to an employer when starting a job and outline what supports, technology etc.*

2. _____
**At appraisals with line managers discuss how you are getting on and any reasonable*

3. _____
**Talk to support organisations and get advice on what supports are available and*

**Talk to a union representative at work if reasonable requests / needs are being ignored*

Section 5 - Older People

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

9. (a) Suggest ways that older people can deal with the challenges of winter weather.
Give **two** points under **each** heading below.



Awareness of weather conditions

(8 marks)

2 points @ 4 marks each

1. _____
**Always check the weather forecast before venturing out so that appropriate dress can*

*be worn *Listen to updates on radio or TV*

2. _____
**Check if there are orange or red alerts and stay indoors in these situations until the*

warning has been lifted

Keeping warm and dry

(8 marks)

2 points @ 4 marks each

1. _____
**Ask a friend or neighbour to check roof tiles, gutters etc. before winter starts*

**Insulate your home *Seal leaking / draughty windows and doors *Make sure you*

2. _____
*have enough fuel in to keep the house heated *Dress warmly *If you can't afford to*

heat the whole house, heat the room you are in and your bedroom

Staying healthy

(8 marks)

2 points @ 4 marks each

1. _____
**Try to get out regularly for a walk – watch for breaks in the weather and steer clear*

*of icy mornings etc. *Get the flu injection*

2. _____
**Eat healthy food – at least one hot meal a day and sip hot drinks regularly*

(b) Identify **three** of the warning signs of hypothermia. (12 marks)

3 signs @ 4 marks each

1. _____
**Cold feet and hands *Sleepy *Angry or confused*
- _____
- *Puffy or swollen face *Pale skin*
2. _____
**Shivering *Slow heartbeat*
- _____
- *Slower speech or slurring words *Slow shallow breathing*
3. _____
**Trouble walking *Blacking out*
- _____

(c) Suggest **four** practical ways to avoid hypothermia. (12 marks)

4 ways @ 3 marks each

1. _____
**Heat the home (21C) *Set the timer to come on before you get up*
- _____
- *Dress warmly on cold days even if staying indoors *Wear a hat, scarf and gloves*
2. _____
*when going out on chilly days *Wear several layers *Stay dry*
- _____
- *Don't stay out in the cold or wind for too long*
3. _____
**Keep active*
- _____
- *If you live alone ask a neighbour / friend to check on you regularly*
4. _____
- _____

(d) Discuss how to be a good neighbour to older people in wintertime. Give **four** points. (12 marks)

4 points @ 3 marks each

1. _____
**Check on them regularly, especially in bad weather*
- _____
- *Offer to give them a lift to the shops or walk with them*
2. _____
**Let them know if bad weather is due*
- _____
- *Help them to get stocked up with wood for the fire*
3. _____
**Remind them to order heating oil etc.*
- _____
- *See if any jobs need doing*
4. _____
**Clear leaves, snow etc. away from their doorways*
- _____
- *Be on the lookout for signs that something might be wrong e.g. curtains drawn during daytime*

10. (a) Identify **four** reasons why everyday tasks can become more challenging as people get older. (12 marks)

4 reasons @ 3 marks each

1. _____
**Strength decreases and the older person may not have the stamina to manage*

_____ *household tasks e.g. cleaning*

2. _____
**Memory declines and may result in forgetting to turn off appliances,*

_____ *take medication etc. *Illnesses can restrict a person's ability to perform self-care*

3. _____
**arthritis can make it difficult to perform small, precise movements of the hands and*

_____ *arms e.g. open jars*

4. _____
**Vision loss occurs and can make it difficult to read instructions*

- (b) State **four** reasons why *mental health* is important. (12 marks)

4 reasons @ 3 marks each

1. _____
**To be able to manage the ups and downs of life*

_____ **To be able to make good life choices*

2. _____
**To maintain physical health and well-being*

_____ **To prevent excessive anxiety and stress*

3. _____
**To be able to reach our potential*

_____ **To avoid accidents related to mental health problems*

4. _____
**To prevent absenteeism from school or work*

- (c) Suggest **four** practical ways to keep the *mind* active as a person gets older. (12 marks)

4 ways @ 3 marks each

1. _____
**Pursuing a hobby*

_____ **Learning a new skill*

_____ **Becoming a volunteer*

_____ **Read newspapers, magazines and books*

3. _____
**Keep up a social life *Engage in stimulating conversations*

_____ **Learn a language*

4. _____
**Do a cross word puzzle *Play a game that challenges the brain e.g. chess*

(d) Give **two** reasons for making a will.

(8 marks)



2 reasons @ 4 marks each

1. _____
**To give instructions about how you would like your estate to be distributed*

_____ **To avoid probate*

2. _____
**To avoid problems for those left behind*

_____ **Peace of mind *To ensure your wishes are carried out*

(e) Identify **four** items of information found in a will.

(8 marks)

4 items @ 2 marks each

1. _____
**The name and address of the person making the will*

2. _____
**Revocation clause cancelling any other Wills made previously *Bequest clause directs*

3. _____
who receives specific property or assets and how they will be distributed.

4. _____
**Signature of person making the will *Date *Signatures of witnesses*

(f) Suggest **two** ways to get help or advice on making a will.

(8 marks)

2 ways @ 4 marks each

1. _____
**Call into a Citizens information centre*

_____ **Meet with your solicitor *Engage in conversation with someone else who has*

2. _____
*recently made a will *Check online *Read a books on the subject*

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