

Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate Applied 2016

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.

Vocational Specialism – Childcare/Community Care

MARKING SCHEME 240 marks

Directions to Candidates

1. 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.
2. Each question carries 60 marks.

Credit	12	11	10	9	8	7	6	5	4	3	2	1	0
Mark Range	204- 240	187- 203	170- 186	153- 169	136- 152	120- 135	103- 119	86- 102	69- 85	52- 68	36- 51	19- 35	0- 18

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) Identify **four** factors a parent / carer might consider when purchasing *nappies* for a baby. (12 marks)

4 factors @ 3 marks each

1. *disposable or reusable nappies; brands available; best value for money;*
2. *size of the nappies – the baby’s weight should match the size of the nappy; design features e.g. types of closure, elasticated leg, etc.;*
3. *nappies for boys or girls - disposable nappies for boys are more absorbent at the front, girls are more absorbent in the centre;*
4. *night or daytime nappies - disposable nappies for night-time are more absorbent; etc.*

- (b) Shown below are **three** items that could be used during a nappy changing routine. State the name and purpose of **each** item. (18 marks)

 <p><small>www.dunelm.com</small></p>	<p>Name = 2 marks <i>Nappy stacker / organiser / holder</i></p> <p>Purpose = 4 marks <i>used for storing nappies in an attractive way; keeps nappies neat and tidy; easy access to nappies; etc.</i></p>
 <p><small>www.beebipood.ee</small></p>	<p>Name = 2 marks <i>nappy changing mat</i></p> <p>Purpose = 4 marks <i>comfortable padded surface for baby to lie on when nappy is being changed; hygienic mat that can be easily wiped clean after nappy changing; etc.</i></p>

 <p>www.productreview.com.au</p>	<p>Name = 2 marks <i>Nappy bucket / bin</i></p> <p>Purpose = 4 marks <i>used to store cloth nappies until they are washed; used for soaking nappies before washing; used to store dirty nappies; etc.</i></p>
--	---

(c) Identify **four** signs / symptoms of *nappy rash*. (12 marks)

4 signs / symptoms @ 3 marks each

1. *red skin; inflamed skin;*
2. *blisters; broken skin;*
3. *shiny skin; itching; pimply skin;*
4. *crying/cranky/distress; etc.*

(d) State **two** causes of *nappy rash*. (6 marks)

2 causes @ 3 marks each

1. *wearing a wet or dirty nappy for too long; teething; not cleaning the bottom properly/well enough;*
2. *allergic reaction e.g. to a perfumed nappy, baby wipe, etc.; nappy too tight – no room for air to circulate; etc.*

(e) Discuss *nappy changing hygiene*. Give **three** points. (12 marks)

3 points @ 4 marks each

1. *hands should be washed before and after nappy changing; wipe down nappy changing mat with antibacterial spray after nappy changing;*
2. *always clean girls from front to back to keep germs away from vagina and bladder; roll up disposable nappies, seal in a plastic bag and place in nappy bin;*
3. *bin should be emptied every day; etc.*

2. (a) State **four** reasons why a child's diet is important. (12 marks)

4 reasons @ 3 marks each

1. *balanced diet is important for a child's growth and development; important for brain development and concentration;*
2. *good nutrition is important for general good health and helping to fight infections; healthy eating and reduced sugar consumption helps prevent dental cavities;*
3. *developing/learning good eating habits early is important for good habits later in life; introduction to a wide range of foods early can reduce faddy eating later;*
4. *eating the wrong foods or too much of some foods can lead to overweight/obesity; etc.*

(b) Shown below is a child's lunch box. Discuss the *nutritional value* of the food in the lunch box **and** suggest some *healthier alternatives*. Give **two** points for **each** heading.



www.limarp.com/blog

Nutritional value (8 marks)

2 points @ 4 marks each

1. *white bread - is low in fibre; high carbohydrate; high GI; cookie is high in sugar, carbohydrates and fat;*
2. *chipsticks are high in fat and salt; the drink is a canned drink high in sugar, artificial sweeteners; etc.*

Healthier alternatives (8 marks)

2 alternatives @ 4 marks each

1. *brown bread sandwich; fresh fruit; dried fruit; raw vegetables e.g. carrot sticks;*
2. *bottle of water; rice cakes; unsalted/unsweetened popcorn; cheese sticks; etc.*

- (c) (i) State the age when a baby's first tooth generally appears. (4 marks)

1 point @ 4 marks

4-7 months

- (ii) When should a parent / carer start to clean a baby's teeth? (4 marks)

1 point @ 4 marks

when a parent/carers sees the first tooth emerging; etc.

- (iii) When should a child be taken on his / her first visit to a dentist? (4 marks)

1 point @ 4 marks

between 6 & 12 months; within six months of first tooth emerging; if parents are visiting the dentist earlier, child can go with them; etc.

- (d) Identify **four** factors that a parent / carer might consider when purchasing a *toothbrush* for a child. (12 marks)

4 factors @ 3 marks each

1. *Buy a brush that states that it is suitable for a child; the size of the toothbrush head so that it is suitable for the size of the child's mouth;*
2. *the type of bristles e.g. soft, medium or hard - soft is suitable for young children; an electric brush if the child is old enough;*
3. *colour and design e.g. novelty factor to encourage child to use it; reliable brand; cost;*
4. *if the child is old enough involve them in the selection and purchase; etc.*

- (e) Give **two** points on the use of *fluoride* in dental health. (8 marks)

2 points @ 4 marks each

1. *fluoride is used in the prevention and management of tooth decay; fluoride is added to drinking water; prevents mineral loss and replaces lost minerals; reduces the ability of bacteria to make acid;*
2. *most toothpastes contain fluoride - the amount can be found on the packaging; fluoridated toothpaste should not be given to children under 2 years; 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) Give **four** examples of different ways that a young baby *communicates*. (12 marks)

4 examples @ 3 marks each

1. *smiling; kicking; eye contact;*
2. *cooing; waving;*
3. *crying; frowning;*
4. *gurgling; etc.*

- (b) State **four** reasons why it is important for a parent / carer to communicate with a baby / toddler. (12 marks)

4 reasons @ 3 marks each

1. *to develop a secure attachment/relationship; voice can convey safety and security even if words are not understood;*
2. *to learn that language has meaning; to develop attention/listening skills;*
3. *to increase the baby/toddlers vocabulary;*
4. *it is fun, enjoyable and playful for everyone; etc.*

- (c) Identify **three** signs / symptoms of possible *language delay*. (12 marks)

3 points @ 4 marks each

1. *not meeting language development milestones; lagging behind other children of similar age;*
2. *not using gestures such as waving, shaking of head, pointing, etc.; difficulty putting words together; limited vocabulary for age;*
3. *inability to follow directions; unclear speech; etc.*

- (d) Name **two** *different* activities, games or toys that can help pre-school children develop their language / communication skills.
Explain how **each** activity, game or toy supports the development of language / communication skills. (12 marks)

1. Name of activity, game or toy **1 point @ 2 marks**
e.g. puppets; etc.

How it supports the development of language / communication skills

1 point @ 4 marks

children can practice using language and actions to make up stories or act out stories; etc.

2. Name of activity, game or toy **1 point @ 2 marks**
e.g. books

How it supports the development of language / communication skills

1 point @ 4 marks

children listen to stories being read, look at pictures for understanding, can join in with the repetitive parts; etc.

- (e) Discuss the information that you would expect to find on the *packaging* of toys and games.
Give **four** points. (12 marks)

4 points @ 3 marks each

1. *name of game/toy; trade mark; country/address of manufacturer;*
2. *picture of game/toy; age suitability; materials e.g. non-toxic; advice on safety e.g. information about small parts;*
3. *the CE label;*
4. *instructions for use; washing/cleaning instructions; etc.*

4. (a) State **four** reasons why children enjoy play that involves dressing-up.

(12 marks)



www.smithsonianmag.com/science-nature

4 reasons @ 3 marks each

1. *it is great fun pretending to be someone else; children love choosing outfits, accessories, etc.;*
2. *children like copying their favourite characters; children enjoy playing in groups and having a role;*
3. *the play is very spontaneous; there are no rules like in many games;*
4. *children can practice life skills e.g. dressing undressing, making pretend meals; etc.*

(b) Identify the *safety factors* that parents / carers should consider in relation to dressing-up clothes for children. Give **two** factors for **each** heading below.

Buying dressing-up clothes for children

(8 marks)

2 factors @ 4 marks each

1. *check the labels on the garments for fire safety information/flammability; check if garment carries CE marking;*
2. *check for possible choking hazards e.g. dangling strings; check for possible sharp objects on the clothes that could cause scratches/cuts; etc.*

Wearing dressing-up clothes

(8 marks)

2 factors @ 4 marks each

1. *keep away from naked flame e.g. candles and lanterns; avoid wearing clothes that are too long and that might cause trips;*
2. *repair clothes when needed so that they do not present any danger/risk; do not wear clothes where the source is unknown and labels are missing; etc.*

- (c) Give **six** examples of dressing-up *themes* that are popular with young children. (12 marks)

6 examples @ 2 marks each

doctor; nurse; policeman; pirate; superhero; princess; cowboy; animal; insect; fairy/angel; fireman; Disney/film characters; etc.

- (d) How can dressing-up play support a child's development in **each** area listed below? Give **one** *different* example for **each**. (20 marks)

1 point @ 4 marks

Physical development

developing small physical skills - when putting clothes on/off; closing e.g. managing buttons and zips; etc.

1 point @ 4 marks

Intellectual development

imagining they have become someone else and acting out what they think that person would say/do; etc.

1 point @ 4 marks

Language development

Learning; using new words; etc.

1 point @ 4 marks

Emotional development

acting out feelings they may not be able to talk about; acting out experiences that they feel safe to do when they are someone else; etc.

1 point @ 4 marks

Social development

practicing how to behave in different/new situations with others; 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 required to be an effective babysitter. (12 marks)

4 skills @ 3 marks each

1. *nappy changing; storytelling/reading; listening;*
2. *bottle feeding; preparing snacks/meals; entertaining children;*
3. *managing behaviour; planning/organising children; dressing children;*
4. *first-aid; good communication; good time keeping; etc.*

- (b) Suggest **four** ways that babysitting skills can be developed. (12 marks)

4 ways @ 3 marks each

1. *observing: - another babysitter or parents; practice by doing;*
2. *reading books; watching videos;*
3. *planning ahead; going on a course;*
4. *look for advice; etc.*

- (c) List **four** essential items of information that a babysitter should have *before* the babysitting session begins. (12 marks)

4 items @ 3 marks each

1. *parents telephone number; children's medical information and details;*
2. *doctor's, ambulance, police phone numbers; escape route in case of fire;*
3. *children's likes/dislikes; what the children can/can't eat/drink; allergies; bedtime routine; favourite toy;*
4. *time parents are expected home; how the babysitter will get home; etc.*

(d) Identify **four** aspects (parts) of the babysitting job that can be challenging. (12 marks)

4 aspects @ 3 marks each

1. *a crying child; temper tantrums; children making strange; child not eating / taking bottle;*
2. *children who will not go to bed / sleep; difficult children;*
3. *sick child; parents that don't come home on time;*
4. *arrangements for getting home late at night; etc.*

(e) State **four** safety factors that a babysitter must be aware of *during* a babysitting session. (12 marks)

4 factors @ 3 marks each

1. *potential safety hazards in the house for the children and what to watch out for;*
2. *the importance of giving the children your full attention; awareness of checking on baby at regular intervals;*
3. *the babysitters responsibilities; what to do if the phone rings; what to do if someone comes to the door;*
4. *security systems in the house e.g. house alarm - code, fire alarm, etc. locked doors /windows; how and when to call the emergency services; etc.*

6. (a) Identify **four** signs / symptoms of pregnancy. (12 marks)

4 points @ 3 marks each

1. *missed period; tender/swollen breasts;*
2. *nausea; vomiting; mood swings;*
3. *fatigue; increased urination; dizziness;*
4. *food aversions; food cravings; constipation; etc.*

(b) What is *antenatal care*? (4 marks)

1 point @ 4 marks

care and support received from health professionals during pregnancy; etc.

Give **two** reasons why antenatal care is important. (8 marks)

2 reasons @ 4 marks each

1. *to ensure a normal pregnancy; to deliver a healthy baby;*
2. *to promote good habits; to address anxieties/answer questions; etc.*

(c) Name the *procedure* that is being carried out in the photograph below and identify **two** items of information that the procedure can provide. (12 marks)



www.wholisticwomenshealthcare.com

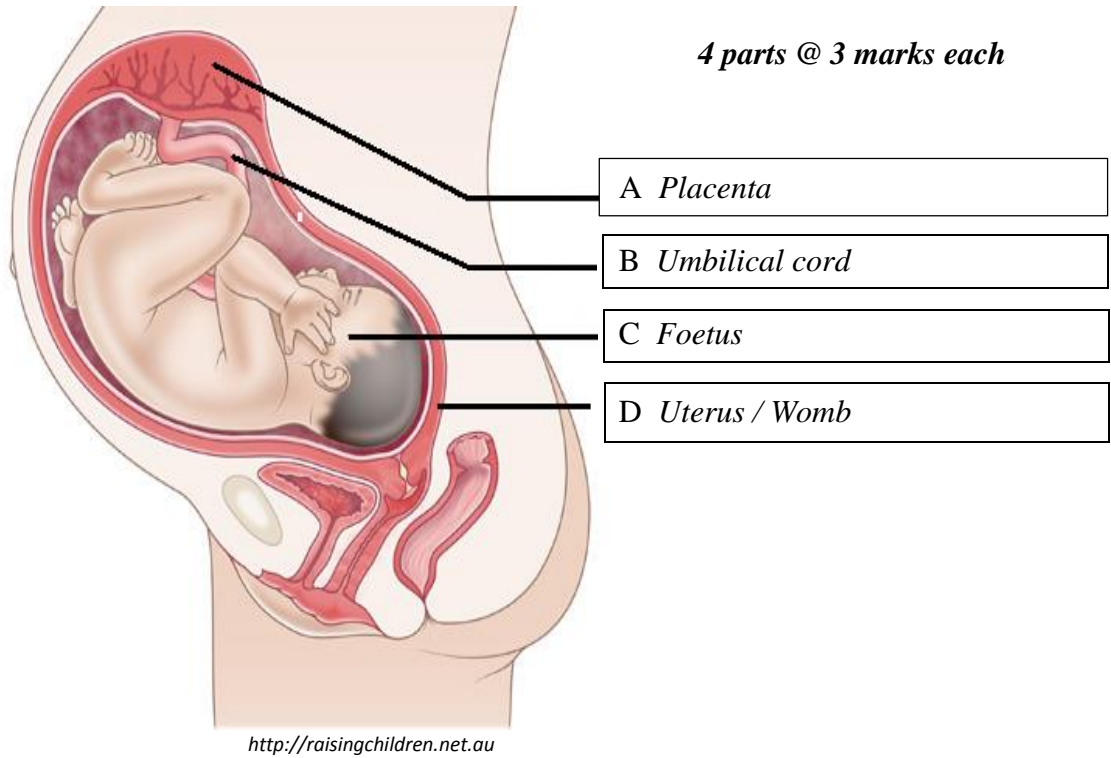
Name of procedure **1 point @ 4 marks**
Ultrasound/Scan

Information the procedure can provide **2 points @ 4 marks each**

1. *baby's general wellbeing; expected due date; the number of foetuses; sex of baby;*
2. *measurement/size of the foetus; confirmation of foetal heartbeat; position of baby; etc.*

(d) Label the **four** parts of the diagram A, B, C and D below.

(12 marks)



(e) The poster below is part of an advertising campaign about the importance of *folic acid*. Is it recommended that folic acid be taken *before* pregnancy and *during* pregnancy?

(12 marks)

Folic acid isn't only for pregnant women.

Yep. And even if you're not planning a baby, you really should be taking it just in case.

GET THE FACTS ABOUT FOLIC

Visit safefood.eu or ask your pharmacist

www.safefood.eu

For how many months is it recommended that folic acid be taken:
Before pregnancy? **1 point @ 4 marks**
at least 3 months before getting pregnant

During pregnancy? **1 point @ 4 marks**
up to 3 months into pregnancy

Why is folic acid important?
1 point @ 4 marks

Baby's health: *prevents birth defects/ special needs; etc.*

Mother's health: *prevents stroke; heart attack; cancer; lack of folic acid can lead to anaemia; etc.*

Section 4 - People with Special Needs

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

7. (a) Outline **four** ways a public library can be a resource for people with special needs.

(12 marks)



<http://ideas.demco.com>

4 ways @ 3 marks each

1. *important meeting place for people in the community; helps people to integrate; offers on line services making libraries more accessible;*
2. *many libraries are wheelchair accessible; some resources are available in different media so that they are accessible to people with different needs e.g. books on tape;*
3. *stocks a wide range of books etc. to meet different interests and needs;*
4. *Libraries provide other services e.g. access to computers, social activities; etc.*

- (b) Outline **three** anxieties that a library staff member might experience when interacting with a person who has special needs.

(12 marks)

3 anxieties @ 4 marks each

1. *they might not understand what the person is saying;*
2. *saying the wrong thing/using the wrong language/terms;*
3. *not sure how to behave; feeling awkward; etc.*

- (c) How can the public library meet the needs of people with special needs?
Make **three** suggestions under **each** heading below.

The library building

(12 marks)

3 points @ 4 marks each

1. *automatic entrance doors; wide entrances; ramp up to entrance; disability parking close by; well-lit areas;*
2. *toilets for disabled; induction loop system; elevators to avoid stairs;*
3. *clear and easy to read signage; etc.*

Library equipment and furniture

(12 marks)

3 points @ 4 marks each

1. *furniture at different heights to accommodate wheelchairs; shelves reachable;*
2. *chairs with armrests for support; unobstructed aisles;*
3. *assistive technology; etc.*

Library books

(12 marks)

3 points @ 4 marks each

1. *books that come in different media e.g. on tape/talking books, braille, tactile books, etc.*
2. *books that are easier to read e.g. larger font, different fonts, easy language;*
3. *eBooks available online; visual formats; etc.*

8. (a) State **four** causes of *deafness* or *hearing problems* in children. (12 marks)

4 causes @ 3 marks each

1. *inflammation of the middle ear; ear infections; influenza;*
2. *measles; German measles; meningitis; noise exposure;*
3. *chicken pox; mumps; head injury; damage to ear drum i.e. using cotton buds; blocked ears; wax in ear; water in ear; air pressure when flying;*
4. *congenital e.g. hereditary; prematurity; toxæmia/high blood pressure during pregnancy; etc.*

(b) Identify how children with deafness or hearing problems might be affected in school. Give **two** points under **each** heading below. (18 marks)

Academically

2 points @ 3 marks each

1. *misunderstanding instructions/directions; inappropriate responses to questions; inattentive; not able to follow the teacher; day dreaming during class;*
2. *getting poor grades; falling behind peers; speech problems; etc.*

Socially

2 points @ 3 marks each

1. *isolation; behavioural problems; withdrawn; lonely;*
2. *difficulty interacting/communicating with peers; etc.*

Emotionally

2 points @ 3 marks each

1. *irritability; anger; stress; depression; frustration;*
2. *confusion; low self-esteem; etc.*

(c) Suggest **three** ways a school might support a child with deafness or hearing problems. (12 marks)

3 ways @ 4 marks each

1. *create opportunities for deaf children to mix with peers; speak clearly and at a reasonable pace; consider an amplification system; provide SNA;*
2. *invite students to sit near/facing teacher so that they can lip read; ensure lighting is good so faces can be seen; reduce background noise;*
3. *Teacher should not speak with their back to the class e.g. when writing on blackboard; etc.*

(d) State **two** advantages and **two** disadvantages of a child wearing a hearing-aid.

(12 marks)

Advantages

2 advantages @ 3 marks each

1. *Availability - children like the variety of styles, shapes and colours; many are very discrete and barely visible;*
2. *improves quality of life; easier to follow conversations; social interaction; do not have to struggle to hear; etc.*

Disadvantages

2 disadvantages @ 3 marks each

1. *high price; conscious about wearing; can break; bullying; regulating volume;*
2. *potential discomfort; maintenance issues; etc.*

(e) Give **two** points on the *communication* being used in the photograph below.

(6 marks)



www-tc.pbs.org/parents/education/files

2 points @ 3 marks each

1. *adult and child are using sign language; both are engaged in a conversation; they appear to be enjoying the conversation;*
2. *they are paying close attention to each other; etc.*

Section 5 - Older People

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

9. (a) Outline **four** differences between being old and being young. (12 marks)

4 differences @ 3 marks each

1. *experience of life – older people are often more experienced/wise; physical appearance e.g. older peoples bodies change e.g. they get wrinkles;*
2. *health – older people have reduced levels of immunity and generally experience more health issues;*
3. *the brain tends to work faster in younger people with some older people experiencing memory challenges;*
4. *older people have nothing to prove and don't often worry about the opinions of others; etc.*

- (b) Give **three** examples of how older people can be *stereotyped*. (12 marks)

3 examples @ 4 marks each

1. *grouchy and cantankerous; weak and helpless; cannot learn; are a burden; easily ripped off/taken advantage of;*
2. *set in their ways/unable to change; in poor health;*
3. *lonely and isolated; etc.*

- (c) Identify **four** positive *aspects* (features) of ageing. (12 marks)

4 aspects @ 3 marks each

1. *you stop caring what others think; time to do the things you want; mortgage generally paid; more/less money to spend;*
2. *dressing for comfort rather than fashion;*
3. *retirement; time for yourself; raised your children - time for grandchildren;*
4. *you become emotionally stable; etc.*

(d) State **four** benefits of younger people and older people spending time together.

(12 marks)



www.ageukleicshomecare.co.uk

4 benefits @ 3 marks each

1. *can bring purpose and meaning to lives; challenges perceptions of each other – stereotypical assumptions;*
2. *each can share skills, experiences, etc. with the other; people like to feel needed;*
3. *pleasure in each other's company; helps to make new friends;*
4. *prevents isolation and loneliness; etc.*

(e) Suggest **four** practical activities that younger people and older people could do together to get to know each other better.

(12 marks)

4 activities @ 3 marks each

1. *reading stories; baking; computer classes; playing cards;*
2. *dancing; singing; musicals; drama;*
3. *walking/hiking; gardening;*
4. *learning a language; etc.*

10. (a) State **two** ways that **each** activity in the photographs below can help to meet the needs of older people. (24 marks)



<http://centrulmedicalcatalina.ro>

2 ways @ 3 marks each

1. *keeps the mind active- you have to be alert; you have to memorise rules, etc. competitive so motivates;*
2. *good fun meeting as a group; gives a purpose/focus to meeting; etc.*



<http://cdn.euroinnova.edu.es>

2 ways @ 3 marks each

1. *helps to maintain muscle strength; keeps joints healthy; good for the heart;*
2. *helps to manage weight; improves the mood; etc.*



<http://www.igm-usa.com>

2 ways @ 3 marks each

1. *important to eat a balanced diet; you don't always feel like cooking for yourself if you live alone;*
2. *good to get out of the house and meet people; etc.*



<https://0.s3.envato.com>

2 ways @ 3 marks each

1. *good to help to keep in touch with family and friends; important to chat especially when you can't get out during bad weather, ill health; etc.*
2. *helps prevent loneliness/isolation; etc.*

- (b) Outline **three** reasons why people are living longer. (12 marks)

3 reasons @ 4 marks each

1. *improvements in health e.g. range of medications, medical interventions available; health screening and early diagnosis; cures being found for cancers;*
2. *improved hygiene e.g. spread of illnesses and diseases; improved nutrition;*
3. *people are more informed about how to prolong their lives; not smoking; etc.*

- (c) Name **one** national organisation that promotes *positive ageing*. Describe **two** activities that the organisation engages in. (12 marks)

Name of national organisation **1 @ 4 marks**
e.g. Active Retirement Network; Age Action Ireland; etc.

Activities that the organisation engages in

2 activities @ 4 marks each

1. *provides local social activities - evenings out, holidays; activities - bowls, swimming, walking; exercise; single events;*
2. *provides support and information; voice for older people; etc.*

- (d) Give **three** reasons why the work of voluntary organisations is so important for older people. (12 marks)

3 reasons @ 4 marks each

1. *promotes the positive aspects of ageing; provides a social programme of local activities;*
2. *fight against age discrimination; stereotyping;*
3. *avoids social exclusion that can lead to loneliness and depression; etc.*

Blank Page

Blank Page

Blank Page

