



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate Applied 2011

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) State **two** signs / symptoms that may indicate that a baby has wind. (8 marks)

2 @ 4 marks each

1.

*Baby squirms or grimaces *Baby stops sucking * Baby cries

2.

- (b) How might a parent / carer help to prevent a baby from getting wind when feeding? (8 marks)

2 points @ 4 marks each

*Keep baby as upright as possible when feeding

*If bottle feeding, keep bottle tilted so that the teat is filled with milk and the baby

doesn't take in air *Ensure that the hole in the teat isn't too big, otherwise the

baby will gulp down the milk too fast and take in air

- (c) Describe **two** different ways to wind / burp a baby. (16 marks)

2 steps @ 4 marks each

1.

*Position the baby so that his head is resting on your shoulder and his back is

facing out

*Support baby's bottom with one hand and with the other hand gently pat his back

or rub it until you hear him burp

2 steps @ 4 marks each

2.

*Lay the baby face down on your lap, across your knees, holding her firmly in

place with one hand

*With the other hand gently pat and rub her back until you hear her burp

(d) Outline two practical reasons for a baby to wear a bib. (8 marks)
2 reasons @ 4 marks each

1.

*To catch spit-up during/after feeds *To protect clothes from becoming stained

and ruined *To reduce the amount of clothes that need to be washed

2.

*To protect baby's neck and chest from becoming damp and sore

(e) Shown below are two different types of baby bibs. Identify one advantage and one disadvantage of each. (16 marks)
1 advantage @ 4 marks

Advantage

*Soft and gentle to wear *Easy Velcro closure

*Lots of colours and designs available to match clothes

1 disadvantage @ 4 marks

Disadvantage

*Need to be washed

*Absorbent so can become damp very quickly

*Need to be changed regularly so that baby's chest does not become wet and sore



1 advantage @ 4 marks

Advantage

*Easy to clean *Ready to reuse quickly

*Catches spills *Easy to put on and take off

1 disadvantage @ 4 marks

Disadvantage

*Hard and cold around the neck

*Might feel uncomfortable

*Not suitable to be worn all the time



(f) What is a baby *burping cloth*? (4 marks)
1 @ 4 marks

*A piece of absorbent cloth such as towelling that is used to protect clothing of both the baby and the adult and catch spills when a baby burps

- 2.** (a) List **six** essential items of clothing that a parent might purchase for a newborn baby.
(12 marks)

6 items @ 2 marks each

1. **Sleep suits* **Babygrows* **Cardigans/jackets*
 2. **Vests* **Hat* **Mittens*
 3. **Socks*
 4. **All in one outdoor suit etc.*
 5. _____
 6. _____

- (b) Outline **two** factors that should be considered when selecting clothing for a baby under **each** heading below.

Safety 2 factors @ 4 marks each (8 marks)

1. _____
*No loose items that could present a choking hazard e.g. buttons, fasteners,
sequins, beads etc. *No long drawstrings that could cause strangulation
 2. _____
*Flame resistant clothing

1. _____
*Good size neck opening that ensures the garment is easy to get over the head

*Labels that indicate the garment is easy care, machine washable, minimum
2. _____
ironing etc. *Easy to change nappy without undressing baby

Comfort **2 factors@ 4 marks each** **(8 marks)**

1. _____
*No rough seams or hard areas such as zips etc against the skin
 2. _____
*Fabrics that are suitable for the time of the year and climate e.g. breathable
*Soft fabrics that are comfortable against the skin to prevent irritation
 3. _____
*Easy to wear e.g. protection for knees when crawling, clothes that are secure and don't come off when crawling etc.

- (c) Shown below are three different styles of nightwear for babies.
Select one style that you consider to be suitable for a six month old baby and give three reasons for your selection. (12 marks)



(A)



(B)



(C)

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

Reasons for your selection. **3 reasons@ 4 marks each**

Reasons will depend on selection e.g.

1. _____

**Warm design with built in feet to keep baby warm*

**Easy to change nappy without completely undressing baby*

**Soft fleecy material to prevent irritation*

2. _____

**Colourful pattern and design*

**Can be worn over a babygrow for extra warmth*

**Easy zip opening for dressing/undressing baby*

3. _____

Etc.

- (d) Are 'brand name' or 'designer label' baby clothes really necessary? Discuss. (12 marks)

3 points discussed at 4 marks each.

**Babies grow fast and may not get to wear the designer clothes for very long so*

overall the clothes can work out expensive for the wear that they get

**Designer baby clothes are sometimes purchased to meet parent's needs and*

wants; babies are not aware that their clothes are designer!

**Baby clothes should be selected not just because they are designer but rather for
comfort and suitability*

Section 2 - Child Development and Play

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

3. (a) Identify **four** factors that a parent / carer should consider when purchasing a book for a child. (12 marks)

4 factors @ 3 marks each

1. _____
**The reading age/level of the child *The age of the child*
2. _____
**The child's interests * Type of book e.g. fact, fiction, illustrated etc.*
3. _____
**Books that the child has read before and enjoyed e.g. a series*
4. _____
**Recommendations from book seller e.g. good reviews, best seller etc.*

- (b) Outline **four** reasons why books and reading are important for children. (12 marks)

4 reasons @ 3 marks each

1. _____
**Helps to develop a child's language skills e.g. how things are expressed/phrased*
2. _____
**Expands vocabulary / children learn new words*
3. _____
**Supports the learning of new information / facts*
4. _____
**Develops the imagination *Prevents boredom / occupies child*
3. _____
**Source of fun / entertainment *Relaxing activity*
4. _____
**Can help to develop social skills e.g. parent and child reading together*
4. _____
**Supports a child's development in preparation for later life*

- (c) Suggest **four** practical ways that a parent / carer might encourage a child to read. (12 marks)

4 ways @ 3 marks each

1. _____
**Read regularly with the child*
2. _____
**Discuss the books with the child*
2. _____
**Visit the library every week and take out books*
3. _____
**Encourage the child to read rather than nag them*
3. _____
**Be aware of the child's interest and help to direct them to related books*
4. _____
**Find a series that the child might like to continue reading*
4. _____
**Set up a comfortable reading area at home with good light*

- (d) What is an audio book? (4 marks)
2 parts to explanation @ 2 marks each

*A story that has been read aloud / recorded onto some kind of player

*e.g. CD, I pod, MP3 player etc.

*It can be listened to rather than being read.

- Describe **one** situation where audio books can be useful for children. (4 marks)
1 situation @ 4 marks

*During a car journey to help to prevent a child from becoming bored

*At night time to help to relax a child / help him / her get to sleep

- (e) Give **two** reasons why younger children enjoy pop up books or books with flaps. (8 marks)

2 reasons @ 4 marks each

1. _____ *Fun _____ *Element of surprise

*Different from other books

2. _____ *Opportunity to interact with the book / story

- (f) Discuss the role of comics or magazines that are targeted at children. (8 marks)

2 discussion points @ 4 marks each

*Comics and magazines can work out very expensive by comparison to books as they are usually purchased weekly / monthly and read quickly.

*Comics and magazines carry advertising which can put pressure on children and parents to make particular purchases

*Comics and magazines can be useful for children who are reluctant readers as the articles are short, topical and colourful

4. (a) What is *role play*? (4 marks)
1 @ 4 marks

*This is when children act out situations through play

e.g. real life people and scenarios such as mummies and daddies, shop etc.

- (b) Give **two** reasons why role play is important for children. (8 marks)
2 reasons @ 4 marks each

1.

*Its fun *Enables children to explore adult roles and relationships

*Builds social skills *Helps problem solving

2.

*Helps develops language and vocabulary *Develops the imagination

*Helps children to express themselves e.g fears / worries

*Opportunity to show off talents / interests

- (c) Shown below are three photographs of play equipment that can be used by children when playing 'shop'.

In relation to **each** item of play equipment, indicate **one** way that it can support a child's development under the heading identified.

Physical Development **1 @ 4 marks**



*Hand / eye co-ordination when putting items into trolley

*Gross motor skills / balance when pushing the trolley

Intellectual Development **1 @ 4 marks**



*Learning mathematical skills *Understanding number

*Weighing food items *Understanding balance

*Memory / recognition skills

Language Development **1 @ 4 marks**



*Learning new words for items being purchased

*Communicating with customers *Asking for money

*Developing listening skills

- (d) List **four** different types of household items that a parent / carer might give to a child to help him / her set up a *play shop*. (12 marks)

4 different types of household items @ 3 marks each

1. _____
**Baskets/bags *Cardboard boxes *Weighing scales*
2. _____
**Empty food containers *Apron *Tables and chairs*
3. _____
**Paper and pens *Blackboard etc.*
4. _____

- (e) Describe **four** health and safety factors that a parent / carer should consider before giving household items to a child to set up a play shop. (12 marks)

4 factors @ 3 marks each

1. _____
**Empty food containers are well washed out and dried*
2. _____
**Cans are checked for sharp edges*
3. _____
**No small items are allowed that could be swallowed and cause choking*
4. _____
**No plastic bags are allowed that could result in suffocation*
5. _____
**No large or heavy items are included that could fall on toes etc. and cause injury*
6. _____
**No electrical items are allowed*
7. _____

- (f) Suggest **four** different shop *themes* that children might enjoy setting up.

4 themes @ 3 marks each

(12 marks)

1. _____
**Garden shop *Supermarket *Toy shop *Post office*
2. _____
**Cafe *Hairdressers *Travel agency *Baby shop*
3. _____
**Shoe shop *Clothes shop *Hat shop etc.*
4. _____

Section 3 - Parenting and Care Provision

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

5. (a) Outline four factors that may influence a parent's parenting style. (12 marks)
4 factors @ 3 marks each

1. _____

**The way that the parents were brought up themselves*

**Books on parenting that they have read*

2. _____

**TV programmes on parenting that they have watched*

**Number of children in the family*

3. _____

**Parents occupation*

**Parents education*

4. _____

**Parents health*

**Culture / traditions*

- (b) Give two reasons why it is important for a parent to be consistent in his / her approach to discipline. (8 marks)

2 reasons @ 4 marks each

1. _____

**To avoid confusing the child*

**So that the child knows that the parent means what they say*

2. _____

**Children need predictability*

**To ensure child grows up to be well behaved and respectful*

- (c) Suggest three rewards that a parent might use to reinforce good behaviour. (12 marks)
3 rewards @ 4 marks each

1. _____

**Praise the child*

**Tell other parent, grandparent etc. about the good behaviour*

2. _____

**Use a reward chart and award stars. After a target number have been awarded*

**child gets a small treat*

3. _____

**Spend extra time with the child and do something special together*

**Child gets to choose something for the family e.g. a movie, board game, favourite dinner or dessert etc.*

- (d) Suggest **three** sanctions (punishments) that a parent might use to help to prevent inappropriate (bad) behaviour. (12 marks)

3 sanctions @ 4 marks each

1. _____
*Sit child down and talk to them / Verbal warning

*Loss of privileges e.g. No TV, game or toy for a period
2. _____

*Assign an extra job around the house

*Isolating child from others for a period of time

3. _____
*Time out

*Loss of a star e.g. on a behaviour chart

- (e) Identify **two** possible risks associated with a parent, who is angry, disciplining his / her child. (8 marks)

2 risks @ 4 marks each

1. _____
*The punishment is excessive and doesn't match the behaviour

*The parent hurts the child
2. _____
*The child becomes frightened

*The child learns that this is normal behaviour

- (f) Explain the term 'time out'. (8 marks)

2 points @ 4 marks each

*Time out is a form of discipline where a child is removed from the situation where he is misbehaving.

*The child is moved to a pre determined place e.g. particular chair, bottom step of stairs etc. for a set period of time.

*When time out is over parent talks with the child.

6. (a) Suggest **four** methods that new parents might use to find information on nurseries / crèches in their locality. (12 marks)

4 methods @ 3 marks each

1.

*Contact the National Children's Nurseries Association (NCNA)

*Ask neighbours with young children

2.

*Look up 'Golden Pages'

*Check advertisements in newspapers etc.

3.

*Do a search for nurseries/crèches on the internet

*Check with County Childcare Committees

4.

- (b) Explain why it is important for a parent to visit several nurseries / crèches before making a final selection. Give **two** points. (8 marks)

2 points @ 4 marks each

1.

*To be able to compare the nurseries in terms of cost, facilities etc.

*To ensure that they match the description etc. in the brochures

2.

*To meet the staff *To check suitability e.g. do they meet your needs?

- (c) Give an account of **two** factors, under **each** of the headings listed below, that a parent should consider when visiting each nursery / crèche.

Facilities

2 factors @ 4 marks each

(8 marks)

1.

*Range of activities, toys, books etc. on offer

*Provision for sleep, rest and relaxation

2.

*Safety and maintenance of environment *Outdoor area for play

Daily programme

2 factors @ 4 marks each

(8 marks)

1.

*Length of programme *Activities children can participate in

*Evidence of creative work

2.

*Special programmes on offer e.g. Montessori

Food preparation and menu provided (8 marks)
2 factors @ 4 marks each

1. _____
*Where food, snacks and bottles are prepared

*The menu on offer- is it balanced and varied
2. _____
*Hygiene

Staff **2 factors @ 4 marks each** (8 marks)

1. _____
*Are the staff warm and attentive to the children *Child/staff ratios

*Are staff friendly *Turn over of staff
2. _____
*What qualifications do staff hold *First-aid qualifications

Finance **2 factors @ 4 marks each** (8 marks)

1. _____
*The weekly cost *How and when fees are paid

*Deposit needed
2. _____
*Payment arrangements for holidays and illness

Section 4 - People with Special Needs

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

7. (a) Explain the term *disability*. (4 marks)
1 explanation @ 4 marks

*A physical or mental impairment that can hamper or reduce a person's ability to carry out his day to day activities

- (b) Name **four** acquired disabilities that can result from illness or accident.
4 disabilities @ 3 marks each (12 marks)

1. _____
*Hearing impairment
2. _____
*Visual impairment
3. _____
*Intellectual disability
4. _____
*Mobility impairment

- (c) Outline **four** challenges that a person who acquires a disability later in life may have to deal with. (12 marks)

4 challenges @ 3 marks each

1. _____
*Adapting to change *Difficulty accepting the situation
2. _____
*Needing to rebuild one's life *Loosing job / accepting alternative work
*Depression *Fear about the future *Anger
3. _____
*Loss of friends *Loss of social life / change in social life *Isolation
4. _____
*Relying on others / family members for support
*People looking at you/dealing with you differently

- (d) Explain the meaning of this symbol. (4 marks)
1 explanation @ 4 marks

*Used to indicate parking space reserved for a vehicle used by
a person who has a disability / blue badge holder
*Used to indicate toilet facilities for people with disabilities



(e) State **four** advantages of *disabled parking bays (spaces)*. (12 marks)
4 advantages @ 3 marks each

1.

**Spaces are reserved for blue badge holders* **Some are free spaces (local authority spaces)* **Parking bays are usually larger than regular bays giving greater access when getting in and out of the car*

2.

**They usually allow badge*

3.

holders to park close to their destination **Helps to support the independence of people with limited mobility* **Gives greater access to shops, banks, social events, work etc.*

(f) Identify **two** factors / restrictions that apply when parking in a disabled parking bay.
2 factors @ 4 marks each (8 marks)

1.

**Permit must be visibly displayed*
**Can only be used when the car is parked for the convenience of the person to whom the permit was granted*

(g) Discuss the reasons why some people, who do not have a disability, park in spaces provided for drivers who have a disability. (8 marks)

2 points @ 4 marks each

**Some people park in these spaces because they are lazy.*

**They don't see anything wrong with doing it.*

**They don't think through the consequences of their actions i.e. a person with a disability may not be able to find a suitable alternative space, get access to a building etc.*

**Many of these spaces are not properly monitored so offenders get away with it and keep doing it.*

**Some families of blue badge holders abuse the use of the badge just because its in the car and its convenient even though the person who has the disability is not with them.*

8. (a) What is meant by the term *discrimination*? (4 marks)
1 explanation @ 4 marks

*The unfair treatment of individuals based on e.g. age, race, religion, sex, gender
disability etc.

- (b) Suggest **three** reasons why discrimination against people with special needs sometimes takes place. (12 marks)

3 reasons@ 4 marks each

1. _____
*Stereotypical assumptions about people with special needs e.g. what they can do,
how they behave etc.
2. _____
*Ignorance
-

*Don't give their actions / position any proper thought

3. _____
*Fear *Uncomfortable around people with special needs
-

- (c) Identify **four** possible negative effects of discrimination on the person who is being discriminated against. (12 marks)

4 effects @ 3 marks each

1. _____
*They become resentful of the negative attitudes
-

*They feel isolated and alone

2. _____
*They feel misunderstood and ostracized
-

*They lose their confidence

3. _____
*They are prevented from reaching their potential
-

*They don't get the same opportunities as others

4. _____
*They feel judged
-

*They feel labelled

- (d) Give **two** examples of how a person with special needs may experience discrimination in the workplace. (8 marks)

2 examples @ 4 marks each

1. _____
*May not get called for job interviews *Not included in social activities
-

*May get passed over for promotion

2. _____
*Infrastructure – wide doors, ramps, toilets, adapted technology etc. not provided
-

- (e) Outline **four** benefits of offering disability awareness training to staff in the workplace. (12 marks)

4 benefits @ 3 marks each

1. _____
**Challenges myths and stereotypical assumptions*
2. _____
**Opportunity to learn relevant company policy, law etc.*
3. _____
**Opens up the discussion – staff can express fears, reservations etc. and people with disabilities can express their issues*
4. _____
**Co-workers with disabilities feel supported*
5. _____
**Increases confidence when working and communicating with people with Disabilities.*

- (f) 'People with disabilities need continuous supervision and cannot lead independent lives'. Discuss this statement. (12 marks)

3 points @ 4 marks each

1. _____
**Non disabled people are often ignorant about the reality of life for a person with a Disability.*
2. _____
**The degree of independence a person achieves depends on the nature of the disability, the person's education and training and the accommodation that is available to make independent living possible.*

3. _____
**The quality of life of the person with a disability mainly depends on the character of the person and society's acceptance of the person than on the disability itself*

4. _____
**Most disabled people carry on their lives just as non disabled people do.*

Section 5 - Older People

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

9. (a) Gradual hearing loss is a natural part of ageing.
Identify **four** indicators (signs) that might suggest that an older person is experiencing hearing loss. (12 marks)

4 indicators @ 3 marks each

1. _____

*Regularly requests repetition for clarification

*Misses the essence of a story/conversation

2. _____

*Staring at people when they are talking to try and understand what they are saying

*Avoiding social situations or noisy environments

3. _____

*Asking others to speak more slowly

*Withdrawing from conversations

4. _____

*Asking others to speak more loudly

*Turning up the volume on TV/radio

- (b) Suggest **two** people that an older person can talk to if they are worried about hearing loss. (8 marks)

2 people @ 4 marks each

1. _____

*Doctor *Family member or friend *Audiologist

2. _____

- (c) Name the item shown in the photograph.

1 item @ 4 marks (4 marks)

*Hearing aid



Give **two** reasons why some older people may be reluctant to wear this item. (8 marks)

2 reasons @ 4 marks each

1. _____

*Embarrassment *Denial they have a problem

*Effort that is required to find one that suits them – negative stories from others

2. _____

*Don't want to look as if they have a disability

*Cost

- (d) Give **four** helpful tips on communicating with someone with hearing loss. (12 marks)

4 tips @ 3 marks each

1. _____
**Move the conversation away from background noise*
2. _____
**Speak in a low pitched voice and do not shout*
3. _____
**Repeat your statement if it's not understood and try to rephrase it*
4. _____
**Wait until the person with the hearing loss can see you before speaking*
5. _____
**Watch the expression on the person's face to see if they are following the conversation*
6. _____
**Avoid chewing or covering your mouth when speaking*
7. _____
**Be patient*

- (e) Name and describe **two** items / aids that can be purchased for the home that would help a person with hearing loss to hear particular sounds around the house.

1 x name @ 4 marks (16 marks)
e.g. light alerting device

- Name of item / aid _____
1 x description @ 4 marks
- Description _____
**Light flashes on and off to indicate that the door bell is ringing, telephone is ringing or baby is crying*
- _____
- _____

1 x name @ 4 marks
*Home Loop System

- Name of item / aid _____
1 x description @ 4 marks
- Description _____
**This is a special type of sound system that can be used by people with hearing aids*
- _____
- _____

10. (a) Explain the term *life expectancy*. (4 marks)
1 explanation @ 4 marks

*The length of time the average person is expected to live

- (b) Outline **four** factors that affect life expectancy. (12 marks)
4 factors @ 3 marks each

1. _____
*Sex- male or female; females live longer

*Genetics

2. _____
*Stress

*Health *Diet *Exercise *Smoking *Drinking/drug taking

3. _____
*Socio economic factors

*Occupation *Hobbies

4. _____

- (c) Describe **three** ways that the lives of older people today are different from previous generations. (12 marks)

3 ways @ 4 marks each

1. _____
*Health treatments are better and older people are on average living longer

healthier lives *Many older people are living independently /not with their

2. _____
Families *Higher level of activity e.g. air travel is easier and cheaper

and older people are travelling more

3. _____
*Many are more focused on image e.g. fashion, hair colour, treatments for wrinkles

etc.

- (d) Identify **four** different types of activities that grandparents and grandchildren can engage in together. (8 marks)

4 activities @ 2 marks each

1. _____
*Reading books / stories to each other *Going on walks

2. _____
*Teaching each other new skills *Sharing hobbies

3. _____
*Playing board games *Card games etc.

4. _____

- (e) Describe briefly the relationship that grandparents can have with their grandchildren under each heading below. (16 marks)



1 point @ 4 marks

Friend _____

*Grandparents are not responsible for the day to day care and discipline of grandchildren so can assume the role of friend and confidant. *Children often feel more comfortable discussing problems and issues with grandparents.

1 point @ 4 marks

Role model _____

*Grandchildren can learn things such as values, rules and honesty by engaging with and observing their grandparents

1 point @ 4 marks

Teacher / student _____

*Older people can pass on skills to younger people e.g. needlework, knitting, cooking etc. and younger people can teach skills to older people e.g. computer skills

1 point @ 4 marks

Historian _____

*Grandparents are a link to the grandchild's ancestors.
*Grandparents can tell stories about their lives and experiences to their grandchildren

- (f) Discuss the role and place of older people in the family / society in other countries / cultures. (8 marks)

2 points discussed @ 4 marks each e.g.

*In Nigeria age and position are believed to confer wisdom so older people are granted respect e.g. in a social situation they are greeted and served first.

*In the Islamic world there are no old people's homes. Caring for ones parents is considered an honour and a blessing.

*In China the elderly enjoy high status. Younger people are expected to show respect e.g. let them speak first, sit down after them and not contradict them.

Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate Applied 2011

**Vocational Specialism –
Childcare/Community Care**

Practical Coursework

Marking Scheme

Childcare/Community Care
Practical Course work Examination 2011

Marking Criteria – Assignment A

Total Mark: 100

Research & Investigation	<p>Research and Analysis</p> <ul style="list-style-type: none"> Explanation of the terms <i>ultra violet rays, UV index, sun protection factor</i> and <i>melanoma</i> Evidence of consulting at least two sources e.g. books, web sites, organisations etc. Sources of information identified / bibliography General research on topic 	20
Planning/implementation	<p>Survey</p> <ul style="list-style-type: none"> Survey of the local or wider community to identify sun protection products, clothing and equipment that are available <p>Interview</p> <ul style="list-style-type: none"> Details of how doctor, nurse, pharmacist or staff member from one of the cancer protection and awareness organisations was identified / selected for interview Preparation of questionnaire for interview: <ul style="list-style-type: none"> - structure, range, relevance and quality of questions etc. Interview conducted using pre prepared questionnaire and responses recorded. (Interview focus is on the risks associated with exposure to sun for babies and young children and the measures that can be taken to reduce the risks). <p>Information leaflet</p> <ul style="list-style-type: none"> Evidence of planning the leaflet with details of how the information was sourced and compiled Time and costs involved 	10
Product	<p>Information leaflet</p> <ul style="list-style-type: none"> Meets the brief and includes the required content on <ul style="list-style-type: none"> - sun protection for babies and young children (Information appropriate for leaflet and suitable for target audience of parents / carers) <p>Log/Diary</p> <ul style="list-style-type: none"> Details progressing through planning, carrying out and evaluation stages of assignment 	20
Evaluation	<p>Analysis of findings/outcomes</p> <ul style="list-style-type: none"> Analysis of findings /outcomes e.g. from research, survey, interview / questionnaire <p>Critical evaluation of completed assignment</p> <ul style="list-style-type: none"> Personal strengths and weaknesses identified Suggestions for modifications/improvements to overall assignment, if any 	10
Presentation & Communication	<ul style="list-style-type: none"> Presentation of assignment – structure, layout, neatness, legibility etc. Oral communication skills, ability to convey ideas – clarity, fluency, coherence etc. 	10

Childcare/Community Care
Practical Course work Examination 2011

Marking Criteria – Assignment B

Total Mark: 100

Research & Investigation	<p>Research and Analysis</p> <ul style="list-style-type: none"> • Explanation of the terms: <i>will, legacy, testator</i> and <i>executor</i> • Evidence of consulting at least two sources e.g. books, web sites, organisations etc. • Sources of information identified / bibliography • General research on topic 	20
Planning / implementation	<p>Survey</p> <ul style="list-style-type: none"> • Survey of bookshops / internet to identify books / information covering the topic of making a will. <p>Interview</p> <ul style="list-style-type: none"> • Details of how person who has made a will or a member of staff from an organisation that provides information about making a will or a staff member from a legal office was identified / selected for interview • Preparation of questionnaire for interview: <ul style="list-style-type: none"> - structure, range, relevance and quality of questions etc. • Interview conducted using pre prepared questionnaire and responses recorded (Interview focus is on the process involved in making a will and some of the typical concerns and questions a person might have). <p>Information leaflet</p> <ul style="list-style-type: none"> • Evidence of planning the leaflet with details of how the information was sourced and compiled • Time and costs involved 	10 10 10
Product	<p>Information leaflet</p> <ul style="list-style-type: none"> • Meets the brief and includes the required content on: <ul style="list-style-type: none"> - making a will <p>(Information appropriate for leaflet and suitable for target audience)</p> <p>Log/Diary</p> <ul style="list-style-type: none"> • Details progressing through planning, carrying out and evaluation stages of assignment 	20 10
Evaluation	<p>Analysis of findings /outcomes</p> <ul style="list-style-type: none"> • Analysis of findings e.g. from research, & interview / questionnaire <p>Critical evaluation of completed assignment</p> <ul style="list-style-type: none"> • Personal strengths and weaknesses identified • Suggestions for modifications/improvements to overall assignment 	10
Presentation & Communication	<ul style="list-style-type: none"> • Presentation of assignment – structure, layout, neatness, legibility etc. • Oral communication skills, ability to convey ideas – clarity, fluency, coherence etc. 	10

