

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.



LCVP

Link Modules Examination

2014

Solution & Marking Scheme

Written Examination

Examination Total marks 160

Distinction	128 marks
Merit	104 marks
Pass	80 marks

Section A	Audio Visual	30 marks
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Part 1

Q.1 What competition has Aoife and her classmates entered?	2 marks
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Student Social Enterprise Awards

2m

Q.2 Explain why Aoife's class decided to speak to the students who entered the competition last year.	2 marks
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1. They did very well in the competition and came 4th.
2. They gave great encouragement to go for the competition.
3. To get advice.

2 @ 1m

Q.3 Describe how Aoife prepared for the presentation?	2 marks
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1. She rehearsed non-stop for the last three weeks.
2. She used her knowledge of public speaking as she has several awards.
3. She spoke with last year's class.
4. Her presentation was prepared on her iPad.

2 @ 1m

Part 2

Q.4 Outline how the class intends to successfully complete such a costly project.	4 marks
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1. They have found a local contractor who will work for free if they provide the raw materials.
2. They intend to set up a charity pop up shop called 'Second Helpings' to raise the €2,000 required/local people donating goods
3. They will try to make second hand items more attractive to teenagers.
4. Manager from the local shopping centre will provide a unit, for the cost of the electricity and insurance.
5. Three parents with vans will collect the goods/reduce costs.

4 @ 1m

Q.5 Explain how the class can ensure that their charity shop appeals to teenagers and young people.	4 marks
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1. They have come up with a catchy and attractive name for the shop.
2. They can offer 'pre-loved' items at reasonable prices.
3. They need to make sure that their stock appeals to teenagers and young people e.g. DVD's, sports equipment, and computer games.
4. They should choose a suitable location for the shop e.g. central, near shopping areas.
5. They could carry out research to see what teenagers and young people expect from the shop.
6. They will promote their charity shop through social media/newspapers/flyers/posters.

4 @ 1m

Q.6 Describe **two** planning skills demonstrated by Aoife and her classmates. **4 marks**

1. Carried out research by talking to/surveying people in their school.
2. They have met with the manager of the local shopping centre and negotiated for a space in the local shopping centre.
3. They have divided the class into groups of five sets of three/share work load/cleaning rota.
4. They have planned their opening hours/staff rosters/shifts covered/ipad presentation.
5. They have a stock control plan/they will keep a record of everything donated.
6. They have a plan to deal with left over stock/donate to other charity shops.
7. They have planned for advertising and marketing using social media, flyers, posters and a photo opportunity with the special needs school.
8. They are forward thinking and anticipating issues/they have arranged for parents to collect donated goods.

2 @ 2 marks
(0/2)

Part 3

Q.7 How did the judges react to Aoife's presentation? **6 marks**

1. They praised her communication skills and her ability to think on her feet.
2. They were impressed with the team's ability to run a business and organise themselves.
3. They felt that the class needed to do more market research on pricing and competition.
4. The business plan was very impressive and her pitch was hard to beat.

3 @ 2 marks
(0/2)

Q.8 Describe how the project should be evaluated by the class. **6 marks**

1. Review the aims and objectives of the project. If they raised the money required/win the award (competition) and were able to donate extra finance to the special education school.
2. They should have a class discussion involving everyone to review the activity and to get feedback.
3. They should carry out a survey/swot analysis/use questions/to review feedback from those involved.
4. They could carry out a review of career options + valid expansion (mention of career area, in light of their role in the team and or in light of experience gained).
5. Review skills developed/team, financial, marketing.
6. Ask the teacher or other relevant parties their opinion on the activity.

6 @ 1 mark

Section B	Case Study	30 marks
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Q.1 Outline three reasons why visitors might come to Corobawn.	6 marks
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1. It is a great hiking and activity location e.g. Great Western Greenway/Wild Atlantic Way.
2. To play golf because there is a golf hotel and resort.
3. For historical reasons e.g. to visit the old Abbey.
4. To participate in the Gathering Festival/Summer festival.
5. Visiting family.

3 @ 2m
(1 + 1)

Q.2	
(i) Explain why the festival committee decided to carry out a survey of visitors to the town in 2013.	
(ii) Outline how businesses in Corobawn could promote themselves.	
	12 marks

(i)

1. To find out the reasons why people visited Corobawn, use the information to make decisions/develop a plan/action after the survey.
2. To get some ideas on what facilities visitors might require for the future and to assist with planning of this year's festival/attract new as well as repeat visitors.
3. To get feedback on the services/festivals currently provided in the area/value for money.
4. Identify gaps in the services available and how they might be improved.
5. To include the information in their business plan when seeking finance.
6. To ensure that they spend money on the correct type of advertising/promotion.

4 @ 2m
(1 + 1)

(ii)

1. They could use the new website to give information/advertise their business.
2. Use social media such as Facebook, Twitter, Internet mobile phone apps.
3. They could organise special promotions e.g. kids under 5 free, free bicycle hire, transport. Come up with niche products to take advantage of opportunities i.e. packed lunches for walkers.
4. They could set up stands/give talks at trade fairs/festivals/outdoor markets.
5. Advertise in newspapers/tourist brochures/flyers/billboards/signs/in businesses on the Great Western Gateway/Wild Atlantic Way
6. Sponsorship of local teams/festival events.
7. Use the help available from Fáilte Ireland/promote themselves on associated sites.
8. Local businesses could work together e.g. hairdressers advertising in B & B's.

2 @ 2 marks
(1 + 1)

Q.3

- (i) Explain how the Corobawn festival committee can ensure that meetings are effective.
- (ii) Outline the methods the Corobawn festival committee could use to resolve the conflict which has arisen. **12 marks**

(i)

1. Meeting should be well planned in advance e.g. dates should be decided to ensure good attendance by members/prepare the venue/notice of the meeting sent out in advance.
2. Draw up an agenda to clarify the purpose of the meeting/ensure each item on the agenda is followed.
3. The minutes of previous meetings and agreed actions should be circulated by the secretary in advance, as well as any essential documentation.
4. Have members who are representative of all the interested parties.
5. Elect a good chairperson who will ensure that the meeting is run smoothly.
6. All decisions/voting should be made by consensus with the committee members.
7. Clearly define the roles and responsibilities of each team member and make sure there is delegation of work to the members.
8. Committee members should listen, value, respect the contribution of everyone's opinions and ideas.

4 @ 2 marks
(1 + 1)

(ii)

1. Regular meetings to discuss the issue in dispute. Consider the pro's and con's of each point of conflict/take a vote.
2. Appoint a strong Chairperson/leader to make sure that there is good respect and dialogue between the members.
3. Set a timeframe in which to make decisions.
4. Sub committees or small teams could be established to investigate the different suggestions. They would then report back to the full committee.
5. Bring in an outside facilitator/third party to help the members.
6. Ask for feedback from the local community so that the best decision can be made.
7. Provide training for committee members/team building exercise.

2 @ 2 marks
(1 + 1)

Section C	General Questions	100 marks
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Q.1 Career Investigation introduces the skills of research and planning.

(a) Name the career you investigated as part of your LCVP Link Modules.	1 mark
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Title of career investigated 1 mark

(b) As part of your Career Investigation you interviewed a person working in this career area. Explain how you prepared for this interview.	6 marks
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1. Researched the person and their career.
2. Made initial contact with the person to arrange a time, date and location.
3. Prepared questions to ask. Made sure that the questions were useful in writing the Career Investigation.
4. Asked the teacher/Career guidance teacher for advice and to review questions before doing the interview.
5. Confirmed the arrangements, time, date, arrange transport, prepare room/equipment/suitable clothing.
6. Practised asking the questions. Did a mock interview to help with confidence.

3 @ 2m
(1 + 1)

(c) State three qualities/skills relevant to this career. Explain the reasons why these qualities/skills are relevant to this career.	9 marks
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1. Personal traits
2. Relevant skill

Must be relevant to the career.
3 @ 1m for stating
3 @ 2m (1 + 1) for explaining

(d) Evaluate the different methods of research used in your Career Investigation.	9 marks
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1. Use the Internet and websites/to review/assess information about different colleges, points requirements and career options. This is a useful method as it is convenient/fast way to access information you need.
2. Interviewing a person involved in the career. This is useful to determine the skills and qualities required and to get information on the daily duties involved in the career.
3. Attend open days in colleges. This is useful to determine the difference between the colleges. Speak to lecturers to get information about the courses.
4. Career Fairs e.g. Higher Options Conference. This allows you to get first hand/different information in the one place.
5. Meeting with the Guidance Counsellor, given personal advice/options available to them.
6. Use the local library/college prospectus + valid expansion.
7. Work experience/shadowing. To get a first hand insight into the career.

3 @ 3m
(1 + 2 (0/2))

Q.2 A visit out to a local business is a valuable learning experience for LCVP students.

(a) Name the business your LCVP class visited. Outline the type of work carried out by this business. **2 marks**

Name the business and give a brief outline of the work.

1m for naming
1m for outline

(b) Outline the benefits to an LCVP class of visiting a local business. **6 marks**

1. To learn about the business and its benefit to the local area.
2. It gives the students an opportunity to practise interviewing/communication skills/interact with business owners.
3. It gives the class an opportunity to put teamwork into practice.
4. It can be used to prepare a portfolio item e.g. Summary Report.
5. They can find out about employment/career opportunities in the local area.
6. May develop links with the local business and get an opportunity to do work experience as a result of the visit.
7. To learn about the world of work/health and safety.

3 @ 2m
(1 + 1)

(c) Name **three** Leaving Certificate subjects, other than the Link Modules, which you are studying. Explain how **each** subject was useful in the organisation/planning of this visit. **9 marks**

Mention particular knowledge/skills

3 @ 1m for naming the subjects
3 @ 2m (1 + 1) for explanation

(d) Describe the steps the business owner/manager can take to ensure the LCVP student visit is a success. **8 marks**

1. Be clear on the aims/information needs of the LCVP class. Find out in advance any questions students want to ask.
2. Confirm the number of students so that they can cater for them. Make sure that when the groups are getting a tour of the business they are in sufficiently small groups to see and hear everything. Confirm the time/date of the visit.
3. Have an information pack/presentation prepared.
4. Have someone appointed to meet and greet.
5. Have personal protective equipment for each person if required/health and safety instruction.
6. Provide a variety of experiences in the business e.g. make sure there are a number of speakers who will describe different aspects of the business.
7. Allow the appropriate time for the tour and questions and answers. Make sure the visit is well planned and organised/set up in advance/ review previous evaluations/inform workers of the student visit.

4 @ 2m
(1 + 1)

Q.3 Upskilling, JobBridge and Teamwork are part of modern working life.

(a) Explain what is meant by the term 'Upskilling'. **2 marks**

When workers learn new skills/update existing skills/engage in extra training to develop their capabilities. (1 + 1)

(b) Outline the reasons why it is important for a worker to engage in upskilling **6 marks**

1. To do their job better.
 2. To have extra skills to offer in the workplace.
 3. To improve chances of promotion.
 4. To make themselves more attractive to employers.
 5. To keep up to date with the modern working environment/new technology which is always changing.
 6. Self satisfaction/actualisation/keep challenged/motivated etc.
 7. In order to change career.
 8. Improve their CV.
 9. For job security.
 10. Higher pay/wages.
- 6 @ 1m

(c) 'JobBridge, the National Internship Scheme, provides work experience opportunities for unemployed people'
Explain the benefits for a job seeker of participating in the 'JobBridge' Scheme. **8 marks**

1. They gain work experience in a relevant career/world of work/gets you into a routine.
 2. They may learn new skills/develop existing skills/training opportunities.
 3. It may lead to employment, contacts for the future.
 4. It improves your CV so you have a better chance of getting a job in your chosen career.
 5. Good for your self esteem as it is a positive use of your time/social aspect.
 6. You receive extra payment for participating in the scheme.
 7. It can provide the job seeker with a reference that could be used in a job application.
- 4 @ 2m
(1 + 1)

(d) Describe the ways in which an employer can ensure effective teamwork in his/her organisation. **9 marks**

1. Ensure that the each member of the team understands the tasks/goals/targets. Make sure that all roles and responsibilities in the team are clearly defined.
2. Rotate the roles regularly so that that the workers become multiskilled/challenged/not bored/flexible.
3. Set realistic deadlines for the assigned tasks so work is done on time/on target.
4. Ensure that the team have adequate resources/training for the task to enable the task to be completed.
5. Review the work regularly. Have regular meetings to monitor progress.
6. Have a range of talents or strengths on the team/variety of skills/making the best use of aptitudes or abilities/workers learn from each other.
7. Make sure that all ideas and opinions are heard and valued so every one feels part of the team.
8. Appoint a strong team leader to motivate and encourage team members. Good communication with the team.
9. Have conflict/disagreement resolution procedures in place so that conflicts can be resolved quickly/have team building excercises/resolve conflict quickly.
10. Rewards/incentives/bonus offered to the most successful/effective team to motivate them to work hard and win.

3 @ 3m (1 + 2 (0/2))

Q.4 Your LCVP class has decided to run a mini company making plant pot holders.

(a) Draft the agenda for the first meeting held to plan this activity. Heading	6 marks 1m
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1. Election of officers* (Chairperson/Managing Director/Secretary/Treasurer)
2. Draw up a plan of work
3. Finance
4. Permission from Principal
5. Assigning tasks/roles
6. Date/time of the next meeting
7. AOB

5 items @ 1m each
* Compulsory item

(b) An Action Plan will help ensure the success of this activity. Outline the benefits of having an Action Plan for this activity.	4 marks
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1. You have to set goals/objectives which is good planning.
2. Research and analysis provides focus to the activity.
3. It sets out a schedule of time and deadlines e.g. action steps.
4. It helps with the delegation of the tasks to be done/duties/responsibilities.
5. You have to plan out what resources are required.
6. Gives a clear idea in relation to costings and finance needed to complete the task.
7. It will help you decide if the activity is worth doing.
8. Will show methods/ways to evaluate the activity.

4 @ 1m

(c) Identify the resources needed to run this activity and outline why each resource is needed.	6 marks
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1. People
Skilled team members to design, cut out and make the potholders. Others to market and sell.
Teachers
Parents
General public
2. Raw Materials/Facilities
Wood, glue nails, tools, template of a pot holder. These are needed to make the pot holders
Tools & Equipment
Specialist rooms
3. Finance
You need money to buy your raw materials and to begin your advertising campaign
4. Internet and ICT
Market Research to determine price etc.
Flyers, posters, keep accounts, correspondence

3 @ 2m
1m for identifying resource
1m for explanation

(d) Explain the term 'feedback'. In relation to an enterprise activity explain the type of feedback you could expect to receive **9 marks**

Feedback is information or advice/given after the completion of a task/activity/which can be positive or negative/of what can be done to improve future performance.

3 @ 1m

Types of Feedback.

1. Teacher/judges/business person could give their opinion on how the activity/teamwork went.
2. Financial – the level of profits will indicate how successful the activity was.
3. Feedback from the members involved in the activity – this will indicate their satisfaction.
4. Customer satisfaction – quality of plant pot holder and quantity made will indicate how the activity went.
5. General advice from school Principal – organisation/disruption around the school/on what to change the next time you have an activity.
6. Brainstorming in the class for individual feedback.

3 @ 2m
(1 + 1)

Q.5 Voluntary groups/organisations carry out important work in local communities.

(a) Name a voluntary group/organisation that operates in your locality. Outline the type of work carried out by this voluntary group/organisation. **3 marks**

Name of group	1m
Outline of the type of work	2m (0/2)

(b) A young person wishes to engage in volunteering. Outline the factors that must be considered when choosing an organisation to volunteer with. **4 marks**

1. Find out what the organisation does. Is this something they are interested in?
2. Time: What commitment is needed and can you meet this?
3. Skills: Do you have the required skills to do the tasks needed?
4. Practicalities: Will the organisation provide transport/clothing/location convenient, near to their home?
5. Social aspect: Will you meet others thus developing your interpersonal skills?
6. Is Garda clearance required to work with the organisation/age requirement?
7. Can the voluntary work be used as a reference for a CV?

4 @ 1m

- (c) (i) Voluntary groups/organisations should carry out a SWOT analysis. Explain why a SWOT analysis is beneficial to a voluntary group/organisation.
- (ii) Complete a SWOT analysis of the voluntary group/organisation referred to in part (a)
- 10 marks**

(i) A SWOT Analysis highlights the strengths, weaknesses, opportunities and threats facing the voluntary organisation/this means that strengths/opportunities can be exploited/they can take steps/some action to overcome the weaknesses and threats.

2 @ 1m

(ii) SWOT analysis **A relevant statement for each.**

Strengths: Volunteers
 Reputation
 Good Service
 Location

Weaknesses: Lack of finance
 Not enough volunteers/age profile of volunteers
 Out of date premises/equipment

Opportunities: Internship schemes can be used to attract those who are unemployed
 Provide additional services
 Set up a charity shop
 Social Media

Threats: Bad publicity (recent controversy around salaries and payments)
 Recession
 Immigration/no volunteers

No marks for headings
 No repetition of points
 4 @ 2m
 (1 + 1)

- (d) (i) Describe two ways a local business can support a voluntary group/organisation in its community.
- (ii) Analyse the reasons why a business might support a local voluntary group/organisation
- 8 marks**

(i) 1. By giving them funding/sponsorship/donation of goods – to enable them to offer a service.
 2. Giving the use of facilities/equipment. To reduce costs.
 3. By encouraging their own staff to volunteer with the group. To provide expertise/improve Corporate Social Responsibility.
 4. They can offer advice on management/finance/marketing. To supplement a lack of skills.

2 @ 2m
 (1 + 1)

(ii) 1. It is good public relations for their own business. Improves image/sales.
 2. They have the satisfaction of helping in the community. It encourages social responsibility/feel valued/giving back to society.
 3. There may be tax advantages. Donations to charity can be written off against tax expenses.
 4. Personal experience – due to personal/family member/staff member engaging with the voluntary organisation.
 5. To allow the voluntary organisation to put donation boxes/leaflets/posters/collection points on business premises.

2 @ 2m
 (1 + 1)

Q.6 Enterprise

(a) State and explain **four** personal characteristics of an entrepreneur. **4 marks**

- Hard working
- Innovative/creative
- Risk taker
- Communicator
- Adaptable
- Flexible
- Self Confident

4 @ 1m each
Each must be explained for the mark

(b) Discuss **three** benefits entrepreneurs bring to society. **6 marks**

- 1 They create new or improved products – improve the variety of goods and services.
- 2 They create jobs and employment – provide an income.
- 3 They bring prosperity – as they will attract other businesses.
- 4 They improve the standard of living – as they pay wages/spin off industries.
- 5 They provide services in the local community – which might not otherwise be available/sponsorship of local events/work experience for students.
- 6 They generate more tax revenue for the government – so they can provide services.
- 7 Creates a spirit of entrepreneurship/community spirit in the area – encourages others to set up their own businesses.
- 8 Creates healthy competition – this brings down prices for the consumer.

3 @ 2m
(1 + 1)

(c) Describe **three** possible problems that an entrepreneur may face when starting a business for the first time. **9 marks**

1. Finance: Availability of start up capital and cash flow until the business shows a profit.
2. Location: Finding the best location from which to operate/good infrastructure/proximity to markets.
3. Staffing: Finding the correct staff i.e. those who have the correct skills and work ethic.
4. Marketing: Competitors are a challenge as customers need to be convinced about a new product.
5. Legal issues: Around the start up of a company/planning/health and safety/ownership.
6. Product/Service: Getting it right/good quality service or product/to encourage sales/customer satisfaction.
7. Skill set: May not have all the required business management skills/need to develop skills.
8. Insufficient time: Due to existing job or commitment

3 @ 1m (Heading)
3 @ (1 + 1) expansion

(d) Explain how the role of an entrepreneur differs from that of a manager in a business. **6 marks**

Entrepreneur	Manager
Comes up with an idea/sets up the business	Implements entrepreneur's idea/runs the business on a daily basis
Owens the business	Is an employee of the business
Takes a risk	Manages the risk/takes no personal/monetary risk
May make a large profit or make a loss	Earns a set salary
May not have specific skills	Usually have a skill or qualification in management
Long term planning	Implements short term plan
	3 @ 2m (1 + 1)

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