



AN ROINN | DEPARTMENT OF  
OIDEACHAIS | EDUCATION  
AGUS EOLAÍOCHTA | AND SCIENCE

# **LEAVING CERTIFICATE VOCATIONAL PROGRAMME - 2001**

## **LINKS MODULES**

### **MARKING SCHEME**

### **WRITTEN EXAMINATION & PORTFOLIO**

**And  
Notes for use with the written examination marking  
scheme**

**LEAVING CERTIFICATE VOCATIONAL  
PROGRAMME - 2001**

**LINKS MODULES**

**MARKING SCHEME**

**WRITTEN EXAMINATION & PORTFOLIO**

**And  
Notes for use with the written examination marking  
scheme**

**Leaving Certificate Vocational Programme  
Links Modules 2001  
Marking Scheme - Written Paper**

<b>Section A</b>	<b>Video</b>	<b>30 marks</b>
<b>Q1</b>	1 @ 1 mark each	<b>1 marks</b>
<b>Q2</b>	2@ 2 marks each	<b>4 marks</b>
<b>Q3</b>	2 @ 1 mark each	<b>2 marks</b>
<b>Q4</b>	3 @ 1 mark each	<b>3 marks</b>
<b>Q5</b>	2 @ 2 marks each	<b>4 marks</b>
<b>Q6</b>	2 @ 2 marks each	<b>4 marks</b>
<b>Q7</b>	3@ 2 marks each	<b>6 marks</b>
<b>Q8</b>	3 @ 2 marks each	<b>6 marks</b>
	<b>Total</b>	<b>30 marks</b>

<b>Section B</b>	<b>Case Study</b>	<b>30 marks</b>
<b>Q1</b>	3 points @ 2 marks each <i>1 mark for stating + 1m for expansion/example</i>	<b>6 marks</b>
<b>Q2</b>	3 points @ 4 marks each <i>1 m for stating and 1, 2 or 3m for expansion</i>	<b>12 marks</b>
<b>Q3</b>	3 points @ 4 m each <i>1 m for stating how + 1, 2 or 3 m for expansion</i>	<b>12 marks</b>
	<b>Total</b>	<b>30 marks</b>

<b>Section C</b>	<b>General Questions</b>	<b>100 marks</b>
<b>Candidates answer 4 questions from 6 @ 25 marks each</b>		

<b>Q1</b>	<b>(a)</b> Layout 2m (1m+1m) 5 questions @ 2 marks each	<b>12 marks</b>
	<b>(b)</b> 3 points @ 1 mark each	<b>3 marks</b>
	<b>(c)</b> 2 points @ 1 mark each	<b>2 marks</b>
	<b>(d)</b> 4 benefits @ 2 marks each <i>1m for stating + 1m for expanding/explaining</i>	<b>8 marks</b>
	<i>Subtotal</i>	<b>25 marks</b>
<b>Q2</b>	<b>(a)</b> Title @1m/Layout/neatness@1m 5 pieces of information <u>3@2marks</u> each <u>2@1mark</u> each	<b>10 marks</b>
	<b>(b)</b> 3 changes @2marks each <i>1m for stating + 1m for expanding/explaining</i>	<b>6 marks</b>
	<b>(c)</b> 3 <u>characteristics@3marks</u> each <i>1m for stating + 1m or 2m for explaining why important</i>	<b>9 marks</b>
	<i>Subtotal</i>	<b>25 marks</b>
<b>Q3</b>	<b>(a)</b> Address <u>2@1m</u> Date 1m Dear/Yours <u>2@1m</u> Neatness/layout/grammar 1or2m How you benefited 1m Future 1m Thank you 1m	<b>10 marks</b>
	<b>(b)</b> 4 activities @1mark each	<b>4 marks</b>
	<b>(c)</b> 4 personal skills @ 1mark each	<b>4 marks</b>
	<b>(d)</b> Name @1mark 3 reasons @2marks each <i>1m for stating + 1m for expanding/explaining</i>	<b>7 marks</b>
	<i>Subtotal</i>	<b>25 marks</b>

<b>Q4</b>	<b>(a)</b> 2 organisations @ 1m each Positions 2@1m each	<b>4 marks</b>
	<b>(b)</b> 2 reasons @ 2marks each (1m or 2 m)	<b>4 marks</b>
	<b>(c)</b> Why important 2 points @2 m each (1m+1m)	<b>4 marks</b>
	<b>(d)</b> How @1mark Reasons 3 points @4m each	<b>13 marks</b>
	<b>Subtotal</b>	<b>25 marks</b>
<b>Q5</b>	<b>(a)</b> Description @2marks (1m or 2 marks)	<b>2marks</b>
	<b>(b)</b> Outline 3 uncertainties @ 2marks each (1m or 2 marks)	<b>6 marks</b>
	<b>(c)</b> 3 uncertainties @ 3marks each (1m,2m or 3 marks)	<b>9 marks</b>
	<b>(d)</b> (i) 6 sections@1m each (ii) Who would benefit 1 point @ 2m (1m or 2 marks)	<b>8 marks</b>
	<b>Subtotal</b>	<b>25 marks</b>
<b>Q6</b>	<b>(a)</b> (i) 2 advantages @ 2 marks each (ii) 2 advantages @2 marks each	<b>8 marks</b>
	<b>(b)</b> 3 sections @ 3 marks each (1m+2m) Layout/neatness @ 1mark	<b>10 marks</b>
	<b>(c)</b> 3 benefits @1 mark each	<b>3 marks</b>
	<b>(d)</b> 2 legal responsibilities @2 marks each (1m+1m)	<b>4 marks</b>
	<b>Subtotal</b>	<b>25 marks</b>

## Portfolio Marking Scheme - LCVP Examination 2001

### Portfolio Total (Max 240m)

MARKING SCHEME CORE		MAXIMUM MARK
<b>1.</b>	<b>Curriculum Vitae</b>	
	Typed/word processing	0 / 5
	Presentation/layout (conventional order)	5
	Personal details (any 5 items including signature)	10
	Educational qualifications	0 / 3 / 5
	Work Experience	0 / 5
	Interests/hobbies	0 / 5
	Referée	0 / 5
	<b>Sub-total (max 38m if &gt; 2 pages)</b>	<b>40</b>
<b>2.</b>	<b>Formal letter</b>	
	Presentation and layout (10)	
	Address	2
	Formal address	2
	Date	2
	Opening	2
	Closing	2
	Communication of task (10)	
	Content	0 – 4
	Grammar/punctuation/spelling (2 / 2 / 2) (-1 for each mistake)	6
	<b>Sub-total (max 19m if &gt;1 page)</b>	<b>20</b>
<b>3.</b>	<b>Form</b>	
	Presentation (e.g. <i>use of block capitals, followed instructions, no correction fluid, colour of pen</i> ) photo not necessary	1 – 5
	Clear communication (e.g. <i>telephone area code, complete address, year of DOB</i> )	1 – 5
	Accuracy ( <i>correct information in the correct place/Length appropriate to subject matter, consistency</i> )	1 – 5
	Legibility	1 – 5
	<b>Sub-total (max 19m if less than 10 items)</b>	<b>20</b>
<b>4.</b>	<b>Summary Report</b>	
	Presentation layout	1 – 5
	Title	0 / 5
	Author's name	0 / 5
	Purpose (terms of reference)	0 / 5
	Body of report – content (short sentences, summaries)	1 – 10
	Body of report – clarity (headings, logical structure, flow, originality of thought)	1 – 5
	Conclusions/recommendations	1 – 5
	<b><i>Collaborative work must clearly identify student's individual contribution</i></b>	
	<b>Sub-total (max 38m if not typed and if &gt;600 words)</b>	<b>40</b>

In exceptional cases where groupwork was presented in reports etc. and the work was not unique in some aspects marks attained in individual items of the portfolio were multiplied by a factor of 0.63 in order to determine marks awarded, as appropriate.

**Core (Max 120m)**

MARKING SCHEME OPTIONS		MAXIMUM MARK
<b>5.</b>	<b>Record/log/diary</b>	
	Presentation/layout	1 to 10
	<b>Content</b> <i>Factual day to day account 5 days/entries recommended (0 to 15)</i> <i>Detailed personalised account (1 to 10)</i> <i>Candidate analyses own performance in different situations (1 to 5)</i>	30
	<b>Expression and evaluation</b> <i>Evaluates experience in the light of career aspirations (0 to 10)</i> <i>Clarifies how experience can help with future studies (1 to 5)</i> <i>Evaluates how what has been learnt can be applied to work / in the home / in the school / community. (1 to 5)</i>	20
	<b>Sub-total (max. 57m if &gt;1000 word max/1 item appendix)</b>	<b>60</b>

<b>6.</b>	<b>Report</b>	
	Presentation/layout	1 – 5
	Title/table of contents (title 1, table 4, both 5)	1 / 4 / 5
	Author's name or signature	0 / 5
	Purpose/terms of reference/aims & objectives	0 / 5
	<b>Body of report – content</b> <i>Basic account of activity (0 – 10)</i> <i>Detail under headings (1 – 5)</i> <i>Key details summarised and illustrated (1 – 5)</i>	20
	<b>Body of report – clarity (logical sequence, clearly expressed )</b>	1 – 10
	<b>Conclusions /recommendations</b> <i>Recommendations appropriate to the body of the report (1 / 5 / 10)</i>	10
	<b>Sub-total (max. 57m if &gt;2000 words max/4 item appendix)</b>	<b>60</b>

<b>7.</b>	<b>Plan</b>	
	Presentation / layout	1 -10
	Aims/objectives	1 /5/ 10
	Research methods	1 -10
	Analysis of research methods	1 -10
	Schedule of time	0 / 5
	Schedule of costs	0 / 5
	Evaluation methods/proposed methods (not mentioned, mentioned, details) <i>Must be in the future</i>	0 / 5 / 10
	<b>Sub-total (max. 57m if &gt;600 word max/1 item appendix)</b>	<b>60</b>

<b>8.</b>	<b>Recorded Interview/Presentation</b>	
-----------	----------------------------------------	--

Presentation ( <i>neat, in the context of the interview/presentation</i> )	1-5
Variety of tone, gesture	1-5
Ability to communicate message clearly, engage audience, elaborate on points/questions, logical sequence of thought.	0-40
<i>Pass (= 20-25) - basic communication skills</i>	
<i>Merit (= 26-31)- ability to express ideas and opinions clearly and knowledge of topic</i>	
<i>Distinction (= 32-40) – knowledge and ability to communicate ideas and own opinions clearly and in logical sequence.</i>	
Information (content)	10
<b>Sub-total (max. 57m if &gt; 5 mins.)</b>	<b>60</b>

**Options (Max 120m)**



**Leaving Certificate Vocational Programme  
Links Modules Examination 2001  
Outline Solutions - Written Paper**

<b>Section A</b>	<b>Video</b>	<b>30 marks</b>
------------------	--------------	-----------------

**Q1** As an expression of concern of the Irish people for the poor of the developing world.

**Q2** Support for more than 6000 projects in 60 countries/overseas aid.  
Create awareness in Ireland of the causes of poverty in the world.  
Trocaire generally does not work on short-term projects as they create dependency, instead they focus on long-term development.

**Q3** Projects supported; *any two*

Education	Skills training,
Basic health care,	Food production,
Promoting human rights,	Promoting democracy.
Sustainable Projects	Long Term Projects
Emergency projects	

**Q4** Trocaire provides training because there is a skills shortage. Managerial skills, budget analysis skills, any kind of skill that will help the project in the long term.

**Q5** Trocaire has expanded the focus of its fundraising activities by:

- concentrating on high donors as the Irish economy is doing well and people can afford to give more.
- moving away from the Lenten Box to getting a long-term commitment from donors.

**Q6** Donations should increase as:

- introducing the 'Donors Charter' shows they care about how they conduct their business and donors will trust Trocaire.
- running their own business should be easier as they have set out targets for the organization, Admin Costs <4%/publicity Costs <4%.

**Q7** Yes.

1. It sets its own standards for the money management in its own organization.
2. It is conscientious/feels an obligation about how it spends money donated.
3. All project involvement is for the good of those who need the assistance.
4. The ' Donors Charter' shows its concern about how it conducts itself.
5. In seeking social change, it lobbies the richer countries to change policies.
6. Point(s) taken from visuals

**Q8** The Director might be regarded as effective because;

- He sees that the work is carried out in the most effective way possible.  
Projects engaged in are useful, effective & impactful.
- He is concerned about spreading information.  
Work is done in Ireland on education & raising awareness.
- He keeps up-to date with developments in own sector and in other sectors.  
He learns from other sectors.
- He is forward thinking.  
He seeks social change by lobbying the EU to change policies

**Q1**

Benefits of organizing the workplace into project groups.

- All the group members are working on the one project.  
Makes it easier for the sales/marketing, technical and finance employees to work together.
- Leads to better customer satisfaction as they get a better product or service.
- Less work for management as responsibility for the project is passed to group.
- Greater employee satisfaction as they have total responsibility for a particular project.

**Q2**

Possible problems:

**A. Group conflict.**

Meetings with all group members.

Encourage team spirit, training the employees on this matter.

Make sure each is fully trained/aware of own responsibilities within the group.

**B. Competition in the Industry.**

Keep up-to -date with developments and trends.

Spend money on own market research ascertaining what the customer wants.

Work on developing customer loyalty, providing a top class service.

**C. Changes in the Economy.**

Plan ahead.

Avoid getting into financial difficulties by controlling expansion.

Employ staff on a contract basis so that if there is no work for them the contract need not be renewed.

**D. Staffing problems.**

Pay staff well/ give extra perks/benefits to retain them.

Work with a local college to recruit the best.

Regular on-going training

**E. Operating Costs.**

Apply for all grants for which it is eligible.

Cost Control.

Cheaper materials.

**Q3 Issues to be considered when preparing the Long-term Plan.**

- **1. Finance:** How much is needed, what it is needed for, cost, budget preparation.
- **2. Marketing:** Market research, how to advertise, marketing mix, competitors.
- **3. State assistance:** State Agencies which can help, what help is offered, Grants available.
- **4. Expansion:** reasons for expansion, options available when/how.
- **5. Staffing:** Wages bill, training, availability of workers, how to recruit
- **Location of the Business:** Environmental concerns, cost of Premises, services available.

Candidates answer 4 questions out of 6 @ 25 marks each.

**Q1**

**(a)** Layout 2m

heading/instructions 1m

neat /have clearly marked space for answers/questions numbered  
1m

5 questions @ 2m each.

Each question must be clear and easy to understand

Must be 1 question on; *Personal Details, Design & Price.*

Possible questions:

1. Are you interested in buying printed T-shirts?
2. What colour would you buy?
3. What design/print would you require?
4. Would you prefer to suggest your own design?
5. What size would you require?
6. What style of T-shirt would you prefer?
7. How much would you be willing to pay?

**(b)** To gain information to help make informed business decisions. Making the correct decisions will save money in the long-term/help the business to be successful.

**(c)** Planning helps you set out what you are going to do, how you are going to do it and when. It provides a basis for monitoring results.

**(d)** Benefits to future employer of participation in the class mini enterprise project.

1. Knowledge about business/enterprise activities.
2. Experience with teamwork.
3. Negotiation skills.
4. Problem solving skills.
5. Self-motivation.
6. Regard for the value of money.

**Q2 (a)** Career Investigation.

Title / Layout/neatness (1m+1m)

**5 pieces of information**

Qualifications needed 2m

Salary 2m

Job Description 2m

Perks/Benefits 1m

Future Prospects 1m

(b)	More employed/less on dole IT industry Shortage of workers in certain areas Highly skilled workers	More service industries Influence of IT More immigrants working here. Minimum wage
-----	-------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------

(c)	Trustworthy Enterprising Commitment	Hard working Team player Reliability
-----	-------------------------------------------	--------------------------------------------

**Q3 Letter**

(a)	Address	2 @ 1m
	Date	1m
	Dear/yours	2 @ 1m
	Neatness/layout/grammar	1 or 2m
	How you benefited	1m
	Future help	1m
	Thank you	1m

(b)	Organising Recruiting Staff Training Staff Planning.	Motivating Controlling Budgeting/money management
-----	---------------------------------------------------------------	---------------------------------------------------------

(c)	Planning Problem Solving Resourcefulness Communication Leadership Self Control	Time management Delegation Confidence Risk taking Human relations Innovation
-----	-----------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------

**(d)**

Near to customers/employees/method of transport/supply of raw Materials.

Grants available.

Environmental reasons.

Premises provided/ subsidized.

Transport systems/communications network

- Q4 (a)** Any two organisations 2 @ 1 m each.  
Positions 2 @ 1m each.

**(b) Reasons for visit:**

to enable the class write a report for their portfolios  
to describe the organization, good PR for the organisation.  
to encourage student involvement in the organisation.  
to create awareness of the area, to learn about the local  
community.  
to provide information

**(c) Why evaluation:**

reviewing/ getting feedback is important, to determine if the  
visit was worthwhile, to learn for the future, to determine if  
goal was achieved, to clarify issues.

**(d)**

- Possible ways:
1. Questionnaire to the class:  
Easy to prepare.  
Good response  
Easy to collate results.  
Inexpensive to produce.  
Objective/All get the same questions
  2. Class Discussion.  
No need to prepare.  
Students can elaborate on points.  
All students can be included.  
Students can practice speaking out in class.

3. Ask the teacher for his/her own opinion  
 Easy to do.  
 Teacher will have a lot of experience with speakers.  
 No cost involved.  
 Feedback to the students on their assigned roles/jobs.

4. Quality of the reports written up.  
 Reports have to be completed anyway.  
 Students can express their own thoughts easily.  
 It is easy to see if the students learned anything new.  
 Students like using their IT skills.

**Q5 (a) Description**

**(b)**

Possible uncertainties facing the business:

1. Ability to recruit skilled staff.
2. Availability of adequate raw Materials
3. Sales levels.
4. Profitability of the firm.
5. Competition.
6. Foreign markets.

**(c)**

Staffing:	Pay competitive wages Train own staff Pay college fees for future employees.
Raw Materials	Have several suppliers. Constantly try and develop new raw materials. Produce own raw materials.
Sales Levels/Profits	Control Costs On-going marketing Constant market Research Develop new products
Competitors	Maintain excellent customer service. Build customer loyalty



Keep an eye on what competitors are doing.

(d)

- (ii) Users of the report
  - Potential new businesses into the area
  - Individuals coming to live in the area.

**Q6 (a) (i)** More people to spread the work so a more extensive project can be undertaken.  
Different expertise exists in the large group.  
Students can work in an area they are interested in/are good at.

- (ii) No disputes over the work.  
Individual can learn new skills/ exposure to a variety of roles  
No delays caused by others.  
Can focus on an area of particular interest to the student personally  
Greater student participation  
Individual sense of success

(b)

Possible sections:  
Details of project  
Time plan  
Work Schedule  
Finances.....

(c)

Experience the world of work.  
Learn about a particular job/industry  
Help with career options.  
Part-time work.  
Skill acquisition  
Learn how to be an independent adult  
Assist in transition to the labour market

- (d)**
- To supply safe working conditions.
  - To supply safety clothing.
  - To train where necessary.
  - Not to discriminate.
  - To pay fair wages.
  - To allow the workers be members of a Trade Union.