



**Coimisiún na Scrúduithe Stáit**  
**State Examinations Commission**

**LEAVING CERTIFICATE 2013**

**MARKING SCHEME**

**Link Modules**

**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.



**LCVP**

**Link Modules Examination**

**2013**

**Solution & Marking Scheme**

**Written Examination**

**Examination Total marks 160**

<b>Distinction</b>	<b>128 marks</b>
<b>Merit</b>	<b>104 marks</b>
<b>Pass</b>	<b>80 marks</b>

<b>Section A</b>	<b>Audio Visual</b>	<b>30 marks</b>
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**Part 1**

<b>Q.1</b> How long have Andrea and Tom been living in Co Kilkenny?	<b>1 mark</b>
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6 years.

1 mark

<b>Q.2</b> State <b>two</b> ways that Tom and Andrea have benefited from life in rural Ireland compared to life in the USA.	<b>2 marks</b>
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1. Rent is cheaper than in New York.
2. They get to spend a lot more time together now.
3. Kilkenny is a supportive and friendly environment to work and live in.
4. Better quality of life.
5. Closer to family/miss family.

2 @ 1m

<b>Q.3</b> How does the Kilkenny Craft Trail benefit 'Stars by Night'?	<b>3 marks</b>
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1. Range of artists – help each other out/supportive/friendly.
2. Tourist attraction – this increases trade for all crafts.
3. Get good advertising on the Kilkenny Trail website.

3 @ 1m

**Part 2**

<b>Q.4</b> Describe some of the ways that Tom organised the finances of 'Stars by Night'.	<b>4 marks</b>
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1. Savings from the USA.
2. Applied to the Craft Council for a grant.
3. Negotiates with the Bank.
4. Pays the bills.
5. Keeps an eye on all the finances.

4 @ 1m

<b>Q.5</b> Explain <b>two</b> advantages of buying a locally produced craft product as a gift instead of buying a mass produced product.	<b>4 marks</b>
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1. Buyers know that each piece of craft is good quality/ it is a one-off and hand-crafted.
2. Buying local helps keep money in the area – helps create jobs.

2 @ 2m  
(1 + 1)

**Q.6** Outline **two** problems that craft industries in Ireland have faced in recent years. **4 marks**

1. Tourism is down – visitors from abroad find Ireland expensive.
2. Irish people have less income/saving more/effects of the recession – spending less money now on luxury goods such as crafts.
3. Costs have risen – cost of importing materials and other costs such as taxes and insurance.

2 @ 2m  
(1 + 1)

**Part 3**

**Q.7** Explain **three** ways in which Information and Communications Technology (ICT) can help to market Irish Craft industries. **6 marks**

1. Websites/YouTube – a website for each firm or a website for all craft firms in an area.
2. Social media sites such as Facebook, Twitter etc can be used to promote goods.
3. Phone Apps – available on smart phones / list of craft designers / allows people to design their own jewellery. They can be used as visitors travel to different locations to find craft firms.
4. Email – Set up a database of customers/artists/contacts.

3 @ 2m  
(1 + 1)

**Q.8** What advice would you give to someone considering setting up a craft business in Ireland at present? **6 marks**

1. Carry out plenty of research into all aspects of the industry before you set up – this will mean less chance of failure.
2. Have a good business skill set/have a business person on board/mentor/go on training courses/up skill/CEB.
3. Promote the craft products well – join together with other craft people in the area such as the Kilkenny Craft Trail. Use technology in the promotion of your craft industry – websites, facebook, twitter, smart phone apps etc.
4. Finances – Ensure you have enough money to start up/ savings/ loan/grants.
5. Prepare a good business plan/ to examine different aspects of a business or to provide focus for staff.
6. Choose a suitable location  
passing trade  
near other craft workers  
tourism  
parking

3 @ 2m  
(1 + 1)

<b>Section B</b>	<b>Case Study</b>	<b>30 marks</b>
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Q.1 Explain <b>three</b> of the following terms. Smartphones Plan of Action Redundancy Curriculum Vitae	6 marks
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Smartphones	This is a mobile phone/device which has more advanced computing ability. Some applications which previously were only possible to do on a computer can now be carried out on a smart phone e.g. emails, internet. It can also be used to access phone apps.
Plan of Action	An outline of what needs to be done and by when/by who in order to achieve a particular goal.
Redundancy	A financial settlement paid to compensate employees when they lose their jobs. The payment is based on how long the employee has been working in the firm.
Curriculum Vitae	It is a document used to apply for a job/it gives job seeker's details such as educational qualifications, work experience, skills, interest/hobbies, referees.
	3 @ 2m (1 + 1)

<b>Q.2</b>	
(i) Name <b>two</b> relevant government agencies the Town Council and Local Chamber of Commerce should consult for support in dealing with the closure of Axel Computers.	
(ii) Outline the types of support these agencies can give to help the town deal with the closure of Axel Computers.	
(iii) Why is it important for locals to attend the planned town meeting?	<b>12 marks</b>

(i) IDA Ireland Enterprise Ireland County Enterprise Boards FAS (SOLAS) – Department of Social Protection Leader	2 @ 1m
(ii) IDA Ireland	
1. Provides advice for attracting other overseas investment into Ireland.	
2. They can assist businesses who wish to set up in Ireland/grants	
3. They will be able to market Claragh as a location for new companies who can export.	
4. They work on building links between international businesses, third level education, academic and research centres to ensure the necessary skills and research and development capabilities are in place.	
5. They can influence the competitive needs of Ireland's economy by actively engaging in the development of infrastructure, business support services, telecoms, education and regulatory issues e.g. EU policy.	
6. They can provide essential information and statistics on key business sectors and locations within Ireland.	
7. They can offer advice on property solutions for international investors/infrastructure	

### Enterprise Ireland

1. Funding supports for start-ups, expansion and research and development.
2. Export assistance with marketing support and access to an international network.
3. Supports to develop competitiveness in Irish companies operating in international markets.
4. Assistance with research and development for new products and services.
5. Connections to customers overseas.

### County Enterprise Board

1. They provide grants for start-ups, feasibility grants and business expansion grants.
2. Provide support/advice for small businesses with 10 employees or less, at local level.
3. They promote entrepreneurship/provide training/capacity building and women-in-business at local level.
4. The CEBs support both new and established businesses by offering mentoring.

### FAS (SOLAS)

1. FÁS provides help and advice for those seeking employment to find suitable job opportunities.
2. It provides a range of training courses suited to the needs of jobseekers/relevant training/upskilling.

### Department of Social Protection

1. The Community Employment programme benefits the local community and voluntary organisations as those who are unemployed can work for these organisations and receive social welfare payments.
2. The JobBridge scheme provides work experience placements for those who are unable to get work without experience.

### Leader

1. To stimulate new and innovative ideas. Support the development and creation of rural business.
2. Funding/grants available to develop new and existing local businesses, facilities and services.
3. Provide mentoring services to businesses, farm families and community groups in getting their ideas off the ground.
4. Provide training/upskilling courses.

8 marks  
2 @ 4m  
(2 + 2)

### (iii)

1. They can voice their opinions on developments.
2. A good attendance will ensure there is a wide range of representation from the local community.
3. More ideas could be generated which will mean a better plan of action.
4. There is a greater chance of success for new enterprises/uses if there is local support.
5. The local community are involved in working through any problems that arise which is better in the long run/foster better community spirit/creates awareness of issues faced by the community.

2 @ 1m

**Q.3**

- (i) Describe how Mark should proceed so that he obtains the best formal qualification suited to his requirements.
- (ii) Mark, as a mature student, has an interview for a place on an IT course. Explain how he can ensure that he performs well at his interview. **12 marks**

(i)

1. Mark needs to assess his own skills, qualifications, experience and aptitudes and identify possible areas needing further development. He needs to determine what qualification he wants to have.
2. Speak to a career guidance professional. He should make good use of the advice and the career planning opportunities offered by the company.
3. He can research suitable IT courses using Careers Portal, Qualifax, college websites, FÁS, career fairs, adult guidance services, discover entry requirements or interview someone in the career area.
4. Mark should check to see if there are any government schemes or grants which will provide him with financial assistance.
5. Apply for a desired course – CAO/Direct entry

6 marks  
3 @ 2m  
(1 + 1)

(ii)

1. Mark should be punctual for the interview + valid expansion
2. He should dress appropriately to make a good first impression.
3. Positive body language shows you are interested e.g. sit upright and firm hand shake/be polite and courteous.
4. Maintain eye contact with the interviewer. It conveys confidence.
5. He should speak clearly and slowly so that the interviewer understands and hears all his points.
6. Answer all questions asked, ask for clarification if unsure, develop answers.
7. Mark should be well prepared, know the relevant facts to show he has researched the college and the course. Review his CV. He should prepare some questions which he can ask the interviewer.
8. Do a mock interview + valid expansion

6 marks  
3 @ 2m  
(1 + 1)

<b>Section C</b>	<b>General Questions</b>	<b>100 marks</b>
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**Q.1**

<b>(a)</b> Explain the term ‘entrepreneur’.	<b>4 marks</b>
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This is a person who uses their initiative / to come up with a business opportunity/idea, takes the risk and starts up a business.

2 @ 2m  
(0, 2)

<b>(b)</b> Describe <b>two</b> benefits and <b>two</b> challenges for an entrepreneur.	<b>4 marks</b>
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Two benefits:

1. Independence - you work for yourself/own boss.
2. Personal satisfaction at setting up a business.
3. High profits if the business is successful.
4. You have control over the decisions made/set your own hours.

2 @ 1m

Two challenges

1. It can be stressful/make all major decisions/need expertise in all areas of business.
2. There is a risk of personal and financial failure.
3. The business will be affected by the economic climate/hard to get finance/competition.
4. You have to work long hours/can never switch off/effect on family life.

2 @ 1m

<b>(c)</b> As part of the LCVP you have investigated an entrepreneur in your local area. Outline the steps taken to prepare for the interview with this entrepreneur.	<b>8 marks</b>
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1. Research the entrepreneur in the business/service/organisation.
2. Make initial contact with the entrepreneur. Be precise about arranging date, time and location of interview. Confirm arrangements
3. Decide on the questions to ask and make sure they are clear and precise. Be clear on the aims of the interview and the information you wish to find out.
4. Ask your teacher for advice/to review questions before doing the interview.
5. Practice asking questions/communication skills. Practice the best way to approach the interview.
6. If interviewing as a team decide in advance the role of each person, interviewer, note taker etc.

4 @ 2m  
(1 + 1)

**(d)** State **three** essential personal characteristics of an entrepreneur. Explain the importance of each characteristic. **9 marks**

- |    |                 |  |
|----|-----------------|--|
| 1. | Risk taker      | The entrepreneur can take a personal financial risk. This is important as you must be willing to lose out if the enterprise does not succeed.                                  |
| 2. | Self Confidence | The entrepreneur has to have confidence/belief in their idea. This allows the person act positively as they believe they will succeed.   |
| 3. | Hard working    | Setting up a business means long hours and willingness to do different types of jobs/can't afford to pay someone else.   |
| 4. | Flexible        | The entrepreneur should be able to adapt to different situation/roles. Success comes when you are willing to change plans if needed.   |
| 5. | Decisive        | The entrepreneur must be able to make quick informed decisions. This is important as you must not be afraid to make a decision which will affect the running of your business. |
| 6. | Innovation      | Must have the ability to come up with new ideas/improve on an old idea. Give your product/service an edge on the competition.  |

3 @ 1m – naming  
3 @ 2m  
(1 + 1)

Characteristic/ Explanation/ Importance  
No repetition of points

**Q.2 Work Experience/Shadowing is a great learning experience.**

**(a)** Outline how you prepared for your work experience placement. **6 marks**

1. Researched the places where it was possible to do work experience.
2. Prepare a CV/prepare work placement template
3. Contacted the employer/wrote letter/telephoned/mailed/personal contacts.
4. Handed in Parental Consent form.
5. Gave insurance details to the employer.
6. Researched the type of work to be done/company where placement is to take place.
7. Checked the starting/finishing times.
8. Made arrangements for travel/clothes/lunch/necessary equipment
9. Underwent relevant training/security checks.

3 @ 2m  
(1 + 1)

**(b)** Interpersonal skills are very important in the workplace. Describe **two** different situations where you demonstrated interpersonal skills during your work placement. **4 marks**

1. Dealing with customers/clients, answering queries.
2. Asking others for help with a task/interacting with other staff/teamwork.
3. Interviewing a supervisor/owner about the type of work/preparing my career investigation.
4. Dealing with a difficult task/stressful situation.
5. Feedback/review.

2 @ 2m  
(1 + 1)

**(c)** Explain how an employer can ensure that students have a meaningful and useful work experience. **7 marks**

1. Employers should make sure that students receive proper training e.g. Health and Safety information/good induction at the start of the job.
2. A clearly defined job description should be provided, including start and finish times, dress code, lunch arrangements etc.
3. They should provide a variety of tasks to broaden the experience. Not given boring non meaningful work. Kept busy/not over worked.
4. There should be a mentor assigned to the student who will look after them and answer any questions/provide feedback.
5. Treat the student as a full time employee as far as possible. Not ignored, discriminated against.
6. Provide information on a career path.

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

**(d)** Explain the importance of evaluating work experience. **8 marks**

1. Evaluation is important as you can reflect on what you have learned/met aims or objectives.
2. It helps you in the future e.g. decide on the career you want/don't want.
3. Evaluation will identify if you have areas you need to improve for the future/what went well or not well.
4. To see if the experience can help in any of your Leaving Certificate subjects.
5. To review how you coped with challenges and problems during your placement.
6. Feedback for other students/teacher.
7. To see how skills and knowledge can help you in School/Home/Community/future

4 @ 2m  
(1 + 1)

**Q.3 My Own Place activity is a valuable way to learn about your local area.**

**(a)** Outline the benefits of recreational facilities and organised activities for teenagers in local areas. **4 marks**

1. Young people will not get into trouble/antisocial behaviour.
2. Training/personal development aspect/positive use of their time, from the activities which is good.
3. It is good for the young people to socialise outside home/school/social aspect.
4. It allows young people who live in different areas/go to different schools to meet and get to know each other.
5. It is cheaper on families than young people looking for money to go out etc.
6. They will be positive towards their area so they may come up with ideas to improve it.
7. Better physical/mental health.

2 @ 2m  
(0, 2)

**(b)** The accompanying graph shows the results of part of a survey of teenagers preferred choice of recreational facilities in a small town. Explain the steps involved in the successful completion of a survey. **6 marks**

1. Be clear on what information is required/clear instruction/good layout.
2. Decide on your target audience/group.
3. Prepare clear questions that are quick and easy to answer/variety of question styles. Do not have too many questions in the survey/no personal/biased/leading questions.
4. Decide when and where you want to carry out the survey.
5. Decide how you are going to gather/count the results. Make sure that all the class know how to collate the results/record the results accurately
6. Present the results in a clear manner.
7. Use the results to inform action/analyse results

3 @ 2m  
(1 + 1)

**(c)** Name a voluntary organisation or community enterprise in your local area. Write a detailed account of the above body under **four** relevant headings. **9 marks**

Name of organisation. 1m

1. Outline of activity/Aims and Objectives.  
What the organisation does.  
Who they help.  
Why they were set up.
2. History of the organisation.
3. Finances and Fundraising.  
How they are financed?  
Fundraising activities.  
Problems with finance/recession.
4. Staffing/Volunteers  
What staff are needed?  
How they are recruited?  
Training offered.  
Benefit of working in the organisation.
5. Marketing and Promotion  
How they get publicity?
6. Development Plans and Future Plans

4 @ 2m  
(1 + 1)

No Marks for headings

**(d)** Community organisations depend on local people to volunteer their time and efforts. Describe how community organisations can encourage more involvement by young people. **6 marks**

1. Get involved in projects in the local schools. Offer to speak to the classes. Request students to get involved in fundraising. Organise competitions in schools with suitable prizes.
2. Offer work placements to LCVP and TY students/ gain a new skill eg first aid/coaching/enhances CV/receive awards
3. Fun filled way to fill their free time/social aspect/social events
4. Set up clubs for young people. Help the young people set up their own clubs or give them projects within the community organisation.
5. Have a clearly defined recruitment procedure and publicise it.
6. Use social networking/celebrity appearances to promote the work of the organisation and communicate with young people.
7. Allow young people make decisions/have input about what they can do within the organisation.

3 @ 2m  
(1+1)

**Q.4 Learning about businesses operating in your local area is a core part of LCVP.**

**(a)** Name a business you have visited as part of your LCVP. **1 mark**

Name of the Business.

1m

**(b)** Many local businesses actively help and support schools. Explain how a business can help secondary schools in its local area. **8 marks**

1. Offer work experience to students + valid expansion
2. Accommodate visit outs if appropriate.
3. Speak to students about what they do/business in general.
4. Offer sponsorship/donations/services/facilities for school activity eg. Sports team/musicals etc.
5. Assist with mock interviews/career days in the school.
6. Sit on the Board of Management in the school. Give advice/practical skills/specialist advice on developments at the school or in the area affecting the school.
7. Provide mentoring services

4 @ 2m  
(1 + 1)

**(c)** Outline **four** ways the manager/owner of a business can ensure that the business targets are met. **8 marks**

1. Ensure good planning/Make sure that targets set are realistic/achievable. Make sure all staff know and understand the targets so everyone is working towards the same goal/provide sufficient resources to achieve goal
2. Put employees/teams in charge of different areas/staffing/provide training.
3. Review targets frequently and revise/take corrective action if needed//work overtime.
4. Seek outside help/advice as appropriate.
5. Offer an incentive such as a bonus or commission.
6. Watch customer service so that you do not lose customers. Change your product/service to provide what customers want so that they stay loyal.
7. Market the business well to help generate sales

4 @ 2m  
(1 + 1)

**(d)** Many businesses have been affected by the current economic recession. Describe some of the strategies businesses could use to overcome the affects of the recession. **8 marks**

1. Keep costs/overheads as low as possible e.g. negotiate with suppliers, negotiate with landlords on rent, negotiate with banks to ensure they get the best rates/restructure repayments so that the business can keep going through bad times/make workers redundant.
2. Concentrate on their core business and do this well.
3. Provide good customer service so that customers will be loyal.
4. Introduce product lines/diversify/expand into other countries
5. Use a marketing campaign to stress the quality of the product. Use market research to stay ahead of the competition/special offers so customers will be getting value for money and will stay with you
6. Join interest groups e.g. Buy Irish, Fiver Friday that encourage support for Irish business/shop local

4 @ 2m  
(1 + 1)

**Q.5 As part of the LCVP you are required to organise a class enterprise activity.**

**(a) List two methods of generating ideas for a class enterprise. 2 marks**

1. Brainstorming/class discussion/mind maps.
2. Market research/survey/questionnaire/suggestion box.
3. Identify an niche market.
4. Review what has been done in the past/analysing failure.
5. Use TV/internet to look at seasonal trends which could have good ideas.
6. Visit local shops/business to check what sells/competition/look abroad. Research what works in the local area.
7. Ask parents/teachers.

2 @ 1m

**(b) Outline three reasons for carrying out market research. 6 marks**

1. You find out if the students would be interested in the product/ what year groups are interested so you can plan your product around them.
2. You can get an idea of how much students would be willing to pay.
3. Potential problems could be identified e.g. quality, need for raw materials/start up capital/location.
4. Make sure money is not wasted, produce the correct quantity.
5. Information on competitors/whats in the shops/give ideas for new produces to introduce.

3 @ 2m  
(1+1)

**(c) Draft the Resources and Costs (financial) section of an Action Plan using the information provided. 11 marks**

200 items sold at €5 each  
 sponsorship €100  
 advertising €75  
 raw materials €300  
 telephone calls €8.50  
 stationery €18

**Resources and Costs/Financial Section [Income/Expenditure]**

1m

Revenue [Income]

1m

Sales	1,000	[1]	
Sponsorship	<u>100</u>	[1]	1,100.00

Costs [Expenditure]

1m

Advertising	75.00	[1]	
Raw Materials	300.00	[1]	
Telephone	8.50	[1]	
Stationery	<u>18.00</u>	[1]	<u>401.50</u>
<b>Surplus[Profit]</b>			<b><u>€698.50</u></b> [1]

1m

Summary: 7 figures with labels @ 1m each  
 4 Headings @ 1m each

**(d)** Identify a product/service you might like to promote. State and explain **three** types of advertising that could be used to promote this product/service. **6 Marks**

1. Television. Television is very effective and seen by many. Good visuals may be used/cinema
2. Radio has a large target audience and advertising can be more specific e.g. Radio 1 for an older age group.
3. Posters/billboards/flyers/buses/press releases.
4. Special promotions e.g. free samples which can be given out with an existing product or with a complementary product. This is easy to do and provides direct access to the market/stand at a trade fair/celebrity endorsement.
5. Sponsorship of local event/team. This is good for encouraging new customers and keeping the name fresh.
6. Run a competition such as writing a slogan for the product.
7. Newspapers/magazines.
8. Use of ICT – Facebook/Twitter/Email/Phone apps

3 @ 2m  
(1 + 1)

**Q.6 Visitors into the classroom provide a valuable way of learning about local businesses/community organisations.**

**(a)** Outline the benefits of inviting a guest speaker into school to address the LCVP Link Modules class **4 marks**

1. Planning this visit is good teamwork activity so the class learns from this.
2. You learn about the organisation which may also help in a career choice.
3. Develops a relationship with the local business/community organisation which will help in the future/work experience/mentoring/visit out.
4. Class have information they can use to write up a portfolio item such as a Summary Report.
5. You have experience organising a visit-in.
6. Communication skills are tested/improved as someone has to welcome, thank and ask questions.

4 @ 1m

**(b)** Outline the steps that should be taken on the day of the visit to ensure that the event is successful. **5 marks**

1. Confirm the time of the talk on the day.
2. Make sure room is ready e.g set out chairs.
3. Ensure that refreshments/water are in place.
4. Check any equipment that is being used eg data projectors/ micro phones/dvd players etc..
5. Draw up a list of jobs to be done. Ensure that all students with jobs are in school, if not get new people to do them, so that everything is done.
6. Practice the introduction, thank you's and questions so that these go well/meet and greet.
7. Make sure that all class members have a copy/pen to take notes.
8. Watch the time keeping so that you do not run out of time for questions/get in trouble with other teachers for being late.

5 @ 1m

**(c)** Draft an e-mail to the manager of a local business/community organisation to invite him/her to speak to the LCVP class. **7 marks**

**To:** Email address

**Subject:** Class visit.

Dear Ms .....

I am writing on behalf of my 5th year class in ..... School. As part of our Link Modules course we want to learn about .....

We would like to invite you to speak to our class on the work of your organisation. We have a double class on Tuesday November 15th at 2:30pm. There are 30 students in the class. If this time and date do not suit you we can arrange an alternative.

I look forward to hearing from you.

Yours sincerely,

Mark Smith  
5th year LCVP Student.

<b>Summary of Marks</b>	
To	1m
Subject Line	1m
Opening	1m
Purpose of email	1m
Arrangements	1m
Closing	1m
Neatness/Presentation/Layout	<u>1m</u>
<b>Total</b>	<b>7m</b>

**(d)** Describe how your class would evaluate the success of the visit-in from the guest speaker. **9 marks**

1. Questionnaire: Can be given to the organization visited as well as to the class  
Reason: Easy to administer/collate results.  
Can be completed anonymously.  
Generally inexpensive.  
Good response rate.  
They are objective.
  
2. Ask Teachers/Member of organisation visited for their opinion.  
Reason: Allows the class to practice their interview/communication skills.  
Questions can be explained if necessary.  
Easy to do.  
No cost involved.  
You will get honest feedback/review of teamwork.
  
3. Quality of report -has enough information/correct type of information been learned.  
Reason: Easy method to use as all class members must produce a report.  
Reports can be compared easily.
  
4. Review of Teamwork to see if the class put into practice what they have learned.  
Reason Objective was to work well as a team.  
All class members are aware of what is involved.

5. Class Discussion: Varying opinions and discussions can be taken on board.  
Reason Easy to organize  
Everyone can participate.  
Allows one to see how much was learned.  
Good to show improvement or practice in communication skills.
- 3 @ 3m  
(1 + 1 + 1)
- (Heading/Explanation/Reason)

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