



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2017

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

2017

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 type of business is “Play It “ productions?	1 mark
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A computer games business.
Develops computer games.

Q.2 Where did Emily do an internship?	2 marks
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Mixed Bag **Gaming**

2m

Q.3 Why does Emily like to take on work experience students?	3 marks
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1. Encourages positive links between schools and businesses/Give something back to the community.
2. Offers students a chance to develop/learn new skills.
3. Second year she is taking a student from the local school and it worked out well.

2m + 1m

Part 2

Q.4 What does Cathal see himself doing on work experience?	4 marks
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1. Using new software.
2. Using some new professional equipment.
3. Answering phones.
4. Making coffee.
5. Anything\ to do whatever is needed.

4@ 1m

Q.5 Do you believe Cathal has a realistic career path thought out for himself. Why?	4 marks
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YES/NO

1m

Justification:

3 @ 1m

1. Aware of his own strengths and aptitudes/has blog/loves gaming/DCG/has experience.
2. Keen to do a college course in games development which will help him in creating own games.
3. Aware of competition/hard business to get into.
4. Aware technology always changing.
5. Aware of associated costs to keep up to-date with changing technology.

Q.6 Outline the challenges facing businesses, according to Emily .	4 marks
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1. Long hours.
2. Uncertain pay.
3. Getting good skilled team.
4. Not just about creating games but must be a motivator, negotiator, financial controller.
5. Optimistic in nature.
6. Perseverance.

4@1 m

Part 3

Q.7 Cathal has asked for feedback on his interview. What feedback would be given to him?

6 marks

1. Be more confident/develop ways to overcome his nervousness/handshake/take a few deep breaths.
2. His CV lets him down/make sure to include all relevant information/blog/studied film/interests and achievements.
3. His portfolio is very good/a lot of good work is in it.
4. Presentation of his portfolio could be much better/more professional.
5. He had prepared well for the interview/passionate/focused.
6. Quite realistic about the business itself/he knew there was more to the business than creating games.
7. He dressed well/presented himself well for the interview.

6@1m

Q.8 Evaluate how the work placement experience would benefit Emily as a business owner.

6 marks

1. Her reputation/profile will improve in the area/develops positive links with the community/known as a business who takes Work Experience students.
2. Additional help at no extra cost- you do not have to pay students on work experience.
3. She could get local/potential future employees- may come back to work for her.
4. Develop existing employees/involve them in the placement- mentoring/providing potential management opportunities.
5. Achieve new perspective/ideas- young people often bring fresh ideas with them/help her with market research etc.
6. Gain an understanding of modern learning/increase your understanding of modern processes and current educational qualifications.

6@1m

Q.1 Name and explain three ways Amy may have carried out Market Research?

6 marks

1. Interviewing potential customers/businesses – she can ask direct questions to find out what the customer will want.
2. Survey/questionnaire – Amy could have drawn up a list of questions to ask/survey people at the local country market to see if they would be willing to buy her product /using social media sites.
3. Food sampling/test marketing/focus groups – she could have set up a stand and asked customers opinions on the products to see what customers might be interested in/brainstorming with potential customers.
4. Observations in local shops/country markets to see what people are buying.
5. Using reports in existence- to review what is presently available and of what there is a shortage.
6. Internet – she could have looked up various websites to find out about the competition she has in the market place.
7. Central Statistics Office – she could have got information from the CSO about the population in various locations around the country.
8. State agencies/LEO/Teagasc/Bord Bia/Enterprise Ireland – help to research and develop the product/information on marketing.

Field research pt 1/2/3/4

Desk research pt 5/6/7/8

Any valid expansion

3 @ 2m

(1 + 1)

Q.2 (a) What evidence do we have that shows that Amy is innovative in her business?

(b) State and explain **three** areas that would have been covered in the “Start Your Own Business” course.

(c) What objectives might Amy set in the preparation of her Business Plan?

12 marks

(a)

1. By diversifying into different areas e.g. hampers, Easter egg making, childrens parties.
2. Looking for new opportunities e.g. she approached a large retailer to stock her produce.
3. By spotting a gap in the market and selling her products at local country markets.
4. By winning awards for her products.
5. By her styling, packaging and presentation of her product/ by not accepting packaging that is already available on the market.

2@1m

(b)

1. Financial planning: What money is needed for, capital and day to day expenses, pricing, costing, budgeting, where capital will be sourced.
2. Legal issues: What documents are needed to register the business. What is required by law for yearly accounts/ employment law/ insurance /tax.
3. Grants/loans: What grants/loans are available for and how you apply for them. What conditions are associated with the grants/loans.
4. Market Research: Identifying / understanding and researching your target market.
5. Promotion of your business: How to get your message across to customers and ways to do this/advertising.
6. Business Planning: Help on drawing up a plan so that all problems/challenges can be thought out in advance/used for bank loans/grants.
7. Provide Network Meetings to enable clients to meet up after the course is finished and network gaining more contacts for the business.
8. Provide Business Mentors to help with setting up the business, providing expertise in different areas.
9. Getting started: premises/location/equipment/staff.

3@2m (0/2)

(c)

1. Financial targets: What money she has available for setting up the business, buying machines/leasing. Setting budgets for marketing & sales. attracting investors.
2. Potential Profit: Amy will set out what income and expenditure she will expect in the first year so that she has a profit.
3. Employees: How many are needed and what qualifications or experience/training is required.
4. Sales: Potential sales levels of each product in a given time.
5. Production: What product will be produced and in what quantities/raw materials required. Quality products.
6. Marketing: What types will be used. Branding, what product names, what packaging to be used. How will she advertise the products.
7. Premises: She will set targets on what space is needed and what machines are needed.
8. Expansion plan: how she intends to grow the business/New business.

4@1m

Q.3 (a) Explain how the role of the entrepreneur differs from that of employee as experienced by Amy.

(b) Outline which areas Amy should focus on into the future to ensure business success?

12 marks

(a)

ENTREPRENEUR	EMPLOYEE
1. Comes up with an idea/sets up the business/makes all major decisions	Implements entrepreneur's idea/decisions
2. Owns the business/personal satisfactor	Is an employee of the business
3. Takes a risk	Takes no personal/monetary risk
4. May make a large profit or make a loss	Earns a salary
5. May not have specific skills	Usually have a skill
6. Has to be innovative for business survival	Complete all duties relevant to the job
7. Future focused – always planning ahead	More focused on now and getting the job done.
8. Has to access finance	Gets their wage, doesn't have to worry about how to finance the running of the business
9. Has to ensure the business is legally compliant in all areas e.g. Health & Safety	Must abide by the business Health and Safety statement
10. Long working hours/difficult to take holidays	Set holidays/hours of work

Contrast must be present

2 @ 1m

(b)

1. Finances: always keep an eye of cash flow/day to day expenses/on possible grants. Keep detailed financial records/access finance/ capital planning/new equipment/getting payment from customers.
2. Quality of product/service: provide a great product/service to ensure returning customers/awards, customer satisfaction.
3. Staff: ensure she retains/recruits the right people as the personal touch is important.
4. Equipment: Investing in new technologies. Keeping equipment up to date.
5. Competition: study and learn from your competitors. Look for ways to improve the business, to make it stand out from the competition, be open to new approaches and ideas.
6. Marketing/Market Research: to ensure that she keeps ahead of trends, continued product development, advertising, sales promotion.
7. Resources/Ingredients: being able to get enough supply of her ingredients from the local area. Premises etc.
8. Expansion of business: finding new markets/new retail outlets/expansion abroad/exports/developing new products/merger/joint venture.
9. Up skilling herself: Amy should continue to up skill in various /different areas to ensure her business success. She may up skill in IT which would enable her to develop her own website etc.

5 @ 2m (1+1)

Q.1 The career investigation is a core LCVP activity.

(a) Name a career you have investigated and outline one reason why you chose to investigate this career.	4 mark
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Name the career

2 marks

Outline of reason career was chosen

2 marks

(b) Explain one skill and one quality you have that make you suitable for this career.	4 marks
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Skill

Communication skills, interpersonal skills, a technical skill, leadership,....

2m(1+1)

Quality

Patience, caring, commitment, perseverance,....

2m(1+1)

(c) Outline four sources of information you used to investigate this career.	8 marks
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1. Review books/trade journals/college prospectus about specific careers/newspapers.
2. Self-assessment/DATs tests.
3. Careers portal/Qualifax/career search online/media clips.
4. Work experience/work shadowing.
5. Interview someone in the career area/networking.
6. Go to career fairs/college open days.
7. Career guidance teacher/subject teacher.

4 @ 2m (1+1)

(d) Describe three methods of evaluating your career investigation.	9 marks
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1. Review information received. Has this information helped you to make an informed decision about your future career.
2. Review the quantity of information. Did you get enough information to complete the portfolio item/get answers to a range of questions.
3. Ask for feedback from teachers/interviewee on the information/details you got/ how well did you work.
4. Outcome of the career investigation. Has this motivated you to work harder to attain this career/ be more realistic in your goals.
5. Review of skills improved or new skills learned from doing the career investigation.

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

Q.2 Communication and good presentation skills are key in the work place.

(a) Why is it important to have good communication skills? **2 marks**

This is the ability to get the right message across clearly and understood. 1m + 1m

(b) Name and explain three methods of communicating in the work place. **6 marks**

1. Oral: face to face meetings/dealing with staff, customers, phone calls, intercom.
2. Online: Business letters/ reports /order forms/email/spreadsheets/taxes/video conferencing.
3. Written: Contract of employment, notices/posters/memos on staff notice boards/text messages.
4. Visual: logo, charts, maps, graphs, presentations.
5. Non visual: Body language, gestures, tone of voice.

3 @ 2m (1 + 1)
No repetition

(c) Explain **three** issues which may occur in a business as a result of poor communication skills?

9 marks

1. Bad customer relations when queries or complaints are not handled well/decrease in returning business.
2. Lowers efficiency/poor quality- slow and inefficient work/missed orders if records are not well kept/employee errors/task not completed.
3. Employee Morale- employees lack enthusiasm /industrial relations suffer if employees are not consulted or informed of changes/plans, absenteeism.
4. Decreased innovation- business ideas/improvements are not conveyed properly or acted on correctly.
5. Loss of sales/reduction in profits due to the job not being done correctly/on time due to poor communication to the employees.
6. Health and safety - Accidents may occur/insurance implications/training not understood.

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

(d) Consider a class activity in which you were involved where good presentation skills were evident. Describe **three** areas where good presentation skills enhanced the activity. **8 marks**

1. Use of I.T. e.g. Power Point display/YouTube video/social media page.
2. Oral communication spoke well and knowledgeable.
3. Connect with your audience, smile, make eye contact, show passion, humour, tell stories, key message, gestures, body language.
4. Packaging/design of a product/ stand display/ posters.
5. Professional approach, uniform/hair neat /attention to detail/t-shirts.

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

Q.3 Volunteers play a key role in the delivery of services both locally and nationally.

(a) Name a voluntary organisation in your local area and outline the type of work they carry out.

3 marks

Name of organisation

1m

Activity of organisation

2m(0/2)

(b) List **three** questions you might ask on a first meeting or visit to a voluntary organisation that you would like to join. **6 marks**

1. What type of work will I do?
2. Any specific skills/qualities required?
3. Number of hours that they need a volunteer for each week?
4. Minimum age for volunteers?
5. Do I need to be garda vetted?
6. How long do they need the volunteer for/number of weeks?
7. Will training be provided?
8. Will I be working on my own or with other volunteers?

3@2m(0/2)

(c) Discuss what a voluntary organisation will expect from a volunteer. **Four** points should be made.

8 marks

1. Reliability and commitment: Punctual/they need to turn up on time each day/ Aspire to do the tasks to the best of their ability.
2. Attend induction/training: opportunity for volunteer to meet fellow staff and to train/become familiar with the work of the organisation/policies and procedures/health and safety/first aid.
3. Confidentiality: volunteers need to be discreet when dealing with clients/data protection/data access/ volunteers should agree not to disclose information acquired while volunteering.
4. Flexibility: You may be needed to turn your hand to several jobs.
5. Client respect: Obligations to the client/members - respect/treat them with dignity/refrain from discrimination.
6. Refusal to accept benefits - volunteers should not benefit in any way from the voluntary bodies/clients/any other person.
7. Reporting unethical behaviour- including misappropriation of funds/unlawful conduct.
8. Be trustworthy/respect the voluntary body's property/protect the voluntary body's good standing/honest.

4 @ 2m(1+1)

(d) State and explain **four** ways you would promote volunteering in your community. **8 marks**

1. Flyers/notices- Hand out flyers at school/ local shopping centre. Put up notices in shops/school/community centres etc. These can include the organisations name and a brief description of what is needed as well as a contact number.
2. Speak or speaking about the work to other classes/at masses/other schools. You can take questions to explain their work further.
3. Design a website/facebook page and link it to community/local sites. This would be good as many young people use social media.
4. Give an interview on local radio/ Send in notice to be read out over the radio. This will reach many age groups in the locality.
5. Create good publicity - Letter/Photo or article in local paper requesting volunteers/fundraising/celebrity endorsement.

6. Word of mouth- Speak to current volunteers to use personal contacts to promote volunteering. 4@ 2m(1+1)

Q.4 Your class is organising a visit-out to a business enterprise in your local area.

(a) Name the business/enterprise you visited and briefly outline two objectives your class has for the proposed visit. **3 marks**

Name – 1m

1. To work as part of a team.
2. Gain knowledge of the business/working world/of a particular job/H&S in the workplace.
3. Can find out about employment/career opportunities.
4. To interview the business person/ask questions.
5. To complete a portfolio item e.g. Action plan, Summary Report.
6. Improvement of skills.

2@1m

(b) Outline **three** ways the local community benefit from this business. **6 marks**

1. Employment given in the area.
2. Raise the standard of living in the area as employees have money to spend, other businesses will do well.
3. Support local area through sponsorship of local events/donations/facilities.
4. Fosters a spirit of entrepreneurship in an area/ Other businesses are attracted to the area.
5. May improve the infrastructure of the area.
6. Other services and supply businesses benefit such as hotels B&Bs, financial services, shops.
7. Opportunities provided to students – work experience, visits in, visits out, mentors for school projects.
8. Provides a service/product that was not available previously.

3@2m(1+1)

(c) Write a letter to the business requesting permission to visit them. **10 marks**

Own address & Business address	1m	
Date	1m	
Opening & closing salutation	1m	
Introduction	1m	
Request for permission to visit	1m	Layout/neatness 1m
Date of visit	1m	Spelling 1m
Closing	1m	Grammar/paragraphs/punctuation 1m

(d) Identify and explain the benefits of working as part of a team in this activity **6 marks**

1. Creates a sense of bonding, pupils can work closely with those who have a common interest. Pupils more content, better motivation.
2. Team members will have a variety of strengths/skills/ideas/experience. Skills shared/more ideas.
3. Decisions can be made and/or problems can be solved quicker.
4. Disputes are avoided as communication is essential, everyone has a say to resolve the conflict.

5. Develops a sense of ownership in tasks, the responsibility is shared so no one person is under too much pressure.
6. Work gets done faster, more work is done as more than one person is working on the task.
7. Students can develop new friendships with students they haven't interacted with before.
8. Communication/interpersonal skills are improved. 3 @ 2m(1+1)

Q.5 Businesses are committed to employing the best candidates for all their vacancies.

(a) What does having a good work ethic and being a responsible employee mean?	4 marks
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Being hardworking/reliable/trustworthy/diligent/you can be trusted to do your work to a high standard/committed to the organisation

2m + 2m

(b) List the benefits that are brought to a business when employees have a good work ethic. 6 marks
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1. Increased profits as sales will increase.
2. Staff will turn up on time.
3. Reputation of business will improve.
4. Output can improve/productivity/quality of work.
5. They may win prizes which will improve reputation/win awards.
6. Good place to work which means employees will not move on.
7. Good industrial relations/low absenteeism.
8. Less supervision/can be trusted.

6@1m

(c) List six pieces of information that should be included in a contract of employment given to a new employee.
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6 marks

1. Details of employer & employee clearly stated.
2. The contract should show the start date or duration of contract for employees.
3. Pay- It shows details on wages/salary, how much should be paid/when payments are made/ the method of payment/overtime and bonus payments/pension.
4. Holiday entitlements- no of day allowed/ when holidays can be taken.
5. Sick leave entitlements - no of days/details on sick pay.
6. Job description- The details of the job to be carried out/job title are clearly outlined/hours of work.
7. Code of conduct/grievance procedure e.g. the individual who deals with complaints and how a complaint should be made.
8. Details on statutory leave - parental leave/maternity leave.
9. The employee & employer must sign the contract.

6 @ 1m

(d) Describe in detail three important recruitment factors that employers look for in a potential employee.
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9 Marks

1. Education/Qualifications, do they have the basic requirements for the job.
2. Relevent work experience
3. Personal traits such as confidence, committment,willing to learn on the job, hard-working/productive, shows initiative, honest/trustworthy, reliable.
4. Good communicator/ good personality, customer orientated employee, people person/ individuals need to be able to communicate with managers, other workers and customers.
5. Skill set, do they have the necessary skills/variety of skills to do the job

6. Team-player – teamwork is a major feature of any work place. Workers need to get on with other team members and also perform their assigned tasks. 3 @3m(1 + 2)

Q.6 Your class is planning to organise a career exhibition evening in your school.

(a) Why have a career exhibition?

2 marks

1. To inform students about the opportunities available to them to further their studies/careers/all information in the one place.
2. The class get experience of organising an event.
3. Teamwork skills are put into action.
4. They can build relationships with colleges. Helps with CAO applications.
5. To enable them to prepare a portfolio item.

2 @1m each

(b) Set out, under **three** headings, a plan to organise a careers exhibition.

6 marks

1. Aims/Objectives
2. Research Methods
3. Analysis of Research
4. Action Steps
5. Schedule of Time
6. Schedule of Costs
7. Evaluation Methods

any two valid points under three headings
no marks for headings.

3 @ 2m(1+1)

(c) Outline **four** challenges you and your class might encounter when organising the night.

8 marks

1. Financing the exhibition, where will the money required to run/set-up the exhibition come from?
2. Teamwork within the class, is everyone doing their jobs on time?
3. Organising/confirmation of exhibitors/speakers. Delays in colleges or employers confirming their attendance, so you do not know who will be in attendance. Exhibitors pulling out at the last minute.
4. Marketing the event.
5. Location/ Venue/ Parking issues
6. Health and Safety issues
7. Finding suitable resources. e.g. tables, chairs, display stands etc.

4 @ 2m (1+1)

(d) Describe **three** ways the success of the careers exhibition night could be measured.

9 marks

1. Class discussion: Review how the class worked together to organise the exhibition. Were there any issues prior to the event and on the night.
2. Questionnaire to students: did they meet a large number of exhibitors and were arrangements satisfactory for them.
3. Feedback from Exhibitors/Principal/Teachers.
4. Were the aims objectives for the exhibition met: did the activity come in on budget/were problems overcome easily.
5. Large turnout to the exhibition.

3@3m (1+1+1)

Method +2 statements.

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