



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2019

Marking Scheme

Link Modules – Written Paper

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.

In considering this marking scheme, the following should be noted:

- The detail required in any answer is determined by the context and the manner in which the question is asked and by the number of marks assigned to the response in the examination paper.
- Words, expressions or phrases must be correctly used in context and not contradicted, and where there is evidence of incorrect use or contradiction, the marks may not be awarded.
- As a general rule, if in doubt about the validity of any response, examiners must consult their advising examiner before awarding marks.
- The suggestions, examples etc. in the scheme are not exhaustive and alternative valid responses etc. are acceptable.

The procedure for marking consists of:

- Careful reading and analysis of all the responses
- Allocation of marks to the components according to the agreed scheme.

ANNOTATIONS USED FOR ONLINE MARKING



indicates the point at which marks were awarded



indicates that the section has been seen and read by the Examiner

Q.1 Who told Pádraig about the Apprenticeship information evening?

His LCVP teacher

1 mark

Q.2 Why does Anna think an apprenticeship in Aircraft Mechanics would suit Pádraig?

2 valid reasons

2 x 1 mark

1. He has always loved engineering
2. Better than 3 or 4 years in college
3. Work-based learning
4. Learning through working
5. Cuts out high college costs
6. Going to get paid while working / earn as you learn

Q.3 Who will be involved in the information evening?

3 valid answers

3 x 1 mark

1. Co-ordinator from apprenticeship scheme
2. Different key speakers from different careers
3. Potential employers
4. College Lecturers / Lecturers from further education colleges

Q.4 Why did Anna decide to do an apprenticeship?

4 valid reasons

4 x 1 mark

1. Because of the information night
2. Because there is a variety of apprenticeships/courses
3. An adviser told her about apprenticeships such as accounting technician and insurance practitioner technician
4. Looked them up and liked what she saw
5. She gets paid while doing an apprenticeship

Q.5 (i) What is the duration of apprenticeship courses?

2 / 3 / 4 years

2 marks

(ii) What qualification will Anna receive at the end of her course?

Level 8 NFQ / a degree

2 marks

Q.6 What are the benefits to being an apprentice?

Four valid reasons

4 x 1 mark

1. Opportunity to experience different areas of business / get experience in lots of different areas
2. Get real life experience
3. Avoid high college costs
4. Variety in all areas of insurance from claims to direct client advice
5. Minimum of 50% 'on the job' training in all apprenticeships
6. When not in work 'off the job' training is at an education centre
7. Some courses offer an online element to the course
8. The apprentice is paid while on and off the job
9. Educated by experienced people
10. Helps in the decision about which area you wish to specialise in
11. Have a formal contract
12. Assessments to ensure the required standards are reached
13. Etc.

Q.7 Why would the apprenticeship programme appeal to a broad range of individuals?

6 valid reasons

6 x 1 mark

1. Helps people to discover and develop their talents / skills in a different way / there are different ways to learn – suits people who are good with their hands / learn by doing / people who don't feel they are suited to going to college can get qualifications by completing an apprenticeship / enjoy it instead of doing a college course
2. Day release/block release to do study during work
3. Online discussions / lectures / group sessions allow apprentices to get help from other apprentices while doing the course/more convenient
4. Opportunity to get paid while working
5. No college fees
6. So many new apprenticeships since the review/large choice of courses
7. Work experience can help you understand the world of work and the theory/ Get both on and off the job training
8. Apprenticeships may lead to full time employment for the trainee
9. Allows them to change career
10. Etc.

Q.8 What are the benefits of an effective apprenticeship programme for an employer?

6 valid answers

6 x 1 mark

1. Meets the needs of a changing economy - training in areas that have real need for qualified personnel
2. Employer gets graduates with both the theory and real life experiences which can help upskill current employees
3. Reduced training costs - people are being trained on the job and upskilled
4. Links are created between employers and training colleges meaning the training provided is relevant
5. Develop / retain high calibre staff - skilled workforce
6. Cheaper labour – apprentices don't get paid as much
7. Provides a good image for business – better reputation
8. Etc.

Q.1 Describe three advantages that the Ballytiernan area enjoys.

Three valid answers

3 x 2 marks (1+1)

1. Picturesque village situation on the banks of the river
2. Located 20 kilometres from city
3. Adequate bus service
4. Good tourism potential – anglers etc.
5. Good educational facilities
6. Well established active local development group which is working on improving the local area
7. Use of a 50 acre site for the use of the local community/Farm Shop
8. Etc.

Q.2 (i) What benefits does the existing Local Development Group bring to the area?

Six valid reasons

6 x 1 mark

1. It encourages good community spirit in the area
2. Create new employment opportunities in the locality
3. Create/assist with new business opportunities/Encourages entrepreneurship/innovation/competition/investment
4. Local amenities/facilities are being improved – new walks
5. Local environment is being improved – working on anglers' concerns – illegal dumping
6. Benefit to other local businesses/spin off businesses/tourists/Increased town prosperity/tourism generated income/financial gains
7. Manages the farm/advocates for sustainable and ethical business practices/Products from the farm
8. Work experience for students in the area
9. Etc.

(ii) Outline what assistance the Co-op might receive from state agencies.

Three valid reasons

3 x 1 mark

1. Funding support – grants, capital grants for equipment
2. Grants for feasibility studies
3. Mentoring services
4. Training programmes/workshops/courses
5. Provide employees (SOLAS)/CE Scheme
6. Recruitment services
7. Advice
8. Legal support
9. Health and safety
10. Support to develop online tools
11. Etc.

(iii) Why does the Co-op need this assistance?

Three valid reasons **Must link to answers in part (ii)**

3 x 1 mark

1. To get advice / they lack the expertise/skills/identifying ways of doing things
2. Mentoring assistance offers knowledge/skills from individuals to help the Co-op make important decisions
3. Financial support - to have the funding necessary both to set up the facilities/businesses and to maintain them
4. To get training in specific areas
5. To enable the projects to be successful/to test the feasibility of projects
6. To supplement income generated by the co-op itself
7. To have employees to complete the task/projects
8. Etc.

Q.3 One of the local schools is interested in using the land

(i) Name a suitable enterprise for the site. Explain why.

MUST BE A SCHOOL BASED ACTIVITY/ENTERPRISE

Name

1 mark

1 valid reason

2 marks (1+1)

1. Primary school garden/plant native flowers/grow vegetables/allotment
2. TY horticulture module/grow vegetables and herbs/sell as part of mini company/bee hives collect honey and sell at local farmers market
3. LC Agricultural Science project/soil, crops, animals
4. Competitions/Awards: ECO UNESCO Young Environmentalist Awards/Young Scientist/Green Schools
5. Education and awareness of agriculture and horticulture and animal husbandry
6. Sporting facilities
7. Etc.

(ii) Outline the proposal or plan they would submit to the co-op. Set it out under three headings.

3x 3 (1+1+1) marks

- Product / service
- Financial details
- Management/People
- Marketing

Q.1 *The world of work is dynamic and diverse.*

- (a) What is a Curriculum Vitae (CV) used for? List three headings which should be included on a CV.**

A CV is used when applying for a job/work experience/voluntary work/show skills/show experience

1 mark

Valid headings which should appear on a CV:

3 x 1 mark

- | | |
|-----------------------------|----------------------|
| 1. Personal details | 5. Hobbies/interests |
| 2. Skills/qualities | 6. Achievements |
| 3. Education/qualifications | 7. Referees |
| 4. Work experience | |

- (b) State and explain three personal skills/qualities that help to make a job applicant more employable.**

Three valid answers

3 x 2 marks (1+1)

1. Hard working: productive, hardworking people are better for a business
2. Good communicator: individuals need to be able to communicate with managers, other workers and customers
3. Punctual: it is essential that all workers are on time for work
4. Team player: teamwork is a major feature of any work place, workers need to get on with other team member and also perform their assigned tasks
5. Shows initiative: employers need workers who can work on their own and do not need constant direction/positive attitude
6. Honest/trustworthy: it is essential that workers do an honest day's work for their pay. Do not steal from employer/loyal
7. Any other relevant personal skill/quality with valid explanations

- (c) Outline three legal responsibilities that employers have when employing workers under 18 years of age.**

Three valid legal responsibilities

3 x 2 marks (1+1)

1. Employer must keep a copy of their birth cert/passport
2. Detailed records must be kept of name/DOB/start time/end time/pay rate
3. Must comply with the law in relation to hours worked - early morning start times/late evening finishing/21 days of holiday during term time
4. Breaks - young workers are entitled to more breaks
5. Written permission is required for u-16/consent from parent or guardian
6. Poster detailing the rights of young people in the workplace must be displayed
7. Provide the minimum wage for u-18s €6.86 per hour
8. Must provide employees with a copy of official summary of the Protection of Young Person's (Employment Act) along with details of their employment/contract
9. Etc.

(d) Upskilling courses are offered to those seeking work.

(i) Explain what is meant by the term 'upskilling'.

Three valid explanations

3 marks (1+1+1)

1. When workers learn new skills/update existing skills/engage in extra training/develop their capabilities
2. Etc.

(ii) How does the participant benefit from these courses?

Six valid answers

6 x 1 mark

1. Keep their social protection supports whilst undertaking the course
2. Learn new skills/develop existing ones/training opportunities
3. Recognised qualification on completion up to level 9
4. It may lead to employment and contacts for the future/ makes them more employable
5. It improves your CV so better chance of getting a job/better job
6. Good for self-esteem as it is a positive use of time/social aspect/satisfaction/motivation/new challenges
7. Keeps them up-to-date with the modern working environment/learn how to use new technology
8. Presents the possibility of a change of career
9. Higher pay/wages
10. Etc.

Q.2 Your Link Modules class has been asked to co-ordinate and sell hoodies to the Leaving Certificate students of your school as an enterprise activity.

(a) List three methods of idea generation for a class activity.

Three valid methods

3 x 1 mark

1. Brainstorming/suggestion box/mind map/class discussion/placemats/double diamond technique
2. Asking other students/ask teacher/family/friends
3. Researching projects – online/books/newspapers/library/magazines
4. Reviewing needs in school/locality/study hobbies and interests/look at what is on sale in the shops
5. Adapt competitors ideas/ideas from abroad
6. Finding solutions to problems
7. Do market research/survey/questionnaire
8. Copy idea from a previous business
9. Etc.

(d) (i) Why is it important to evaluate this enterprise activity?

3 x 1 mark

1. To assess if aims were met/what worked well/was it a success/did they make a profit?
2. You find out what did not go well and why
3. You can take corrective action if activity is still ongoing
4. You are informed for future activities
5. Individual team members can be evaluated on their contribution to the activity/ skills improved
6. Etc.

(ii) State and explain three methods which can be used to evaluate the success of this activity.

Explanation of the three methods

3 x 2 (1+1) marks

1. Aims and objectives achieved/amount of funds raised by the activity/did it come in on budget: A large profit indicates the activity was a success. Easy to organise/objective.
2. Questionnaire/survey: Given to the class members/teacher/customers to assess the quality of the product etc. Easy to do/ anonymous/inexpensive/good response rate/objective
3. Class discussion: Ask students for their opinions. Easy to do/ inexpensive/ wide variety of opinions given/honest feedback/can review teamwork/practice communication skills
4. Evaluate what skills were developed: what has been learnt/do a SCOT analysis/help with future activities/use of skills for the future
5. Ask teachers/customers involved for their opinion/no cost involved/honest feedback/easy to do
6. Teamwork/what teamwork elements worked well/didn't work well/to see if the class put in to practice what they have learned
7. Review of portfolio item – have enough information to write up an Enterprise Report/Action Plan/Summary Report/all members must prepare a report/reports can be compared easily
8. Etc.

NOTE: Repetition will not score

Q.3 Teamwork is an essential part of the LCVP.

- (a) (i) Name one LCVP team activity you participated in.
(ii) Describe your role in this activity.**

Name of activity 1 mark

State role and explain role in activity 3 marks (1+2)

- (b) Prepare the agenda for the first meeting to plan and organise the activity stated above.**

Heading - Agenda 1 mark

1. Election of officers* (Chairperson/Managing Director/Secretary/Treasurer)
2. Explanation of roles
3. Finance
4. Draw up plan of work/action steps
5. Timeline/deadlines/completion dates/schedule of time
6. Assigning tasks/roles/delegation of duties/permission from principal
7. Date/time of next meeting
8. AOB

5 x 1 mark

- (c) Outline three characteristics of an effective team member.**

Three valid characteristics 3 x 2 marks (1+1)

1. A good listener/communicator
2. Willing to do their share/share ideas
3. Being good at encouraging others to participate
4. Asking for help from others when needed/offering help to others
5. Good at keeping deadline/reaching targets
6. Good at recording what was decided, who does what etc.
7. Committed to the team and its success
8. Tolerant of others ideas and views/accepts criticism
9. Leadership ability
10. Etc.

- (d) While organisations place an emphasis on the importance of teamwork it can also create challenges.**

- (i) Describe three challenges of teamwork.**

Naming three challenges 3 x 1 mark

1. Team members not pulling their weight
2. Not turning up/turning up late
3. Team members may not be working well together/dominant personality/controlling/personality clash
4. Disagreement amongst team members – unequal distribution of roles
5. Poor leadership - It may be difficult to plan and co-ordinate the work of the team
6. There might be too much talking and not enough action
7. Lack of skills
8. Etc.

(ii) Outline how these challenges may be overcome.

Any three valid explanations

3 x 2 marks (1+1)

1. There should be regular meetings to review progress of team members or to clearly define their duties.
 2. Provide a team building exercise for members/bring in a mediator.
 3. Members discuss decisions and agree to commit to final decisions or some decisions remain flexible so that agreement can be reached.
 4. A strong team leader is needed who clearly defines roles within the team/regular meeting.
 5. Training is needed. The importance of sticking to time schedules needs to be clearly established.
 6. Or any other valid answer
 7. Etc.
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Q.4 A visit to a local business enterprise.

(a) Name the business enterprise your class visited and describe two reasons why you chose this particular business enterprise.

Name of the business

1 mark

Two reasons

2 marks (1+1)

(b) Outline four steps that should be taken in preparation for this visit.

Four valid steps

4 x 2 marks

1. Contact the enterprise to arrange date and time
2. Get permission from the principal/parents
3. Research the company/prepare questions to ask
4. Ask teacher to review the questions that were prepared
5. Arrange transport/collect money
6. Prepare necessary materials for the visit/questionnaire/notebook and pen
7. Decide who is doing what on the visit/assign roles to different people
8. Etc.

(c) Describe four key areas of information you were informed about during this visit.

Four valid explanations

4 x 2 marks (1+1)

1. Background/history of Entrepreneur/description of business
2. Product/Service provided
3. Marketing
4. Health & Safety
5. Staffing
6. Finance
7. Challenges faced
8. Future Plans
9. Environment/CSR/sustainability
10. Production/manufacturing process

(d) Does the LCVP prepare students with the skills they need to succeed in the modern world of work? Give three reasons for your answer.

Three valid reasons YES or NO

3 x 2 marks (1+1)

1. Helps students to develop communication skills which will enable students to communicate with employers/fellow employees/ customers in the future
2. Develop IT skills/typing which will enable them to engage effectively with IT in the future
3. Helps develop teamwork skills which will enable them to work as part of a team in their future workplace
4. Helps them develop presentation skills which will help them when making presentations within their workplace in the future
5. Develop research skills...
6. May have developed leadership skills...
7. Report writing skills
8. Planning skills
9. Organisation skills
10. Problem solving
11. Time management
12. Motivation
13. Etc.

Q.5 Voluntary organisations play a valuable role in our society.

(a) (i) What is the purpose of voluntary organisations?

2 marks

The purpose of voluntary organisations is to provide services/support/advice to individuals in need of help without profit as a motive.

(ii) Name two voluntary organisations in your area.

2 x 1 mark

1. Tidy towns
2. GAA
3. SVDP
4. Local Vol groups
5. Charity shops

(b) You would like to work in a voluntary organisation. To ensure that you do a good interview, what preparation would you carry out in advance?

Three valid answers

3 x 2 (1+1) marks

1. Do research on the work of the voluntary organisation
2. Prepare questions to ask the interviewer at the end
3. Practice answering questions/do a mock interview
4. Prepare clothing/grooming/dress appropriately
5. Find out where the interview is located/organise transport/dummy run/arrive on time
6. Review your letter of application/CV/application form
7. Stay calm and eat
8. Research garda vetting and what you need to get it
9. Attend appropriate training courses if possible e.g. first aid/cpr
10. Let your referees know that you have an interview
11. Etc.

(c) Describe three ways a local community benefits from the existence of a voluntary organisation

Three valid descriptions

3 x 3 marks (1+1+1)

1. They provide services to the community/to help people in need/support a local cause
2. They can create employment by hiring full time staff/ give volunteers an opportunity to upskill
3. Young people can get work experience with them and can experience the work of the voluntary body/visit in to school from voluntary organisation
4. Local amenities or environment can be improved/tidy towns/walkways, parks, cycle tracks etc.
5. Attracts tourism/spin off business/B&Bs/restaurants/transport business. Money spent in the area raises the standard of living in the area
6. A good community spirit is generated/fosters pride in the local area/there might be an increase in the number of volunteers/provides an opportunity for people to volunteer/friendships
7. Grants received could be used locally e.g. improving local resources or facilities
8. Services in the community are improved/family members may benefit from the organisation
9. Etc.

(d) Name three challenges facing voluntary organisations.

Three valid challenges

3 x 1 mark

1. Funding/sponsorship/donations - to enable the organisation to set up/offer a service/cover running costs
2. Lack of volunteers/staff/having suitable volunteers at the times you want. Hiring qualified skilled/ hardworking committed staff/properly qualified
3. Retaining volunteers/volunteers with lack of time/aging volunteers
4. Lack of Confidentiality/GDPR issues/volunteers with access to sensitive material
5. Bad publicity/controversy over salaries and payments/attitude of locals/getting the backing of the community so that they do not object to the organisations/attitudes of people to corruption in voluntary organisations
6. Legal issues – Garda vetting/ health and safety/start-up of the organisations/planning/ownership/obtaining suitable permits/compliance with regulations.
7. Assigning roles - who is responsible for the setup/roles, define who does what/deciding what people need to do. Lack of skills/expertise needed to manage or run the organisation
8. Marketing their service/product – finding clients, volunteers, creating awareness of the organisation
9. Dealing with competitors – dealing with competing voluntary organisations
10. Finding a suitable location

Describe how these challenges can be overcome

Three valid descriptions relevant to the challenges identified

3 x 1 mark



Q.6 *Information and Communication Technology (ICT) is the driving force of the world of work in the 21st century.*

(a) Name four ways you have used ICT during the LCVP.

Any relevant answer

4 x 1 mark

- | | |
|--|--|
| 1. Publisher | 9. Use of apps – Snapchat... |
| 2. Powerpoint | 10. Recording interviews |
| 3. Word - writing letters/permission slips | 11. E-mailing |
| 4. Data bases | 12. Production of portfolio items/reports/printing |
| 5. Excel - tables/charts | 13. Revision |
| 6. Desk top publishing | 14. Etc |
| 7. Online research | |
| 8. Youtube/videos | |

(b) Why are IT skills necessary for an employee?

Two relevant answers

4 x 1 mark

Employees need to:

1. Effectively communicate through e-mail to customers/suppliers/colleagues/online sales
2. Use/manage/update social media
3. Research online/checking out competitors
4. Create/design/code/maintain website
5. Create/design/develop/update Apps etc.
6. Be competent in word processing/type letters and reports
7. Use software specific to their job
8. Etc.

(c) Describe how ICT could be used effectively by a business.

Four valid descriptions

4 x 2 marks (1+1)

1. The internet/website/online - could be used to source and order raw materials at the lowest possible cost/advertisement/marketing/recruitment of staff
2. A social media presence could be created such as Facebook or Twitter to provide information and updates about the company's products. It could also be used to take orders/Apps.
3. Email could be used to contact customers/suppliers/staff
4. Word processing could be used to create invoices and other necessary documents. The mail merge facility could be used for sending letters to customers
5. A database programme could be used to set up the details for all customers / suppliers / staff / stock control
6. File management – ease of access to information
7. Spreadsheets could be used for budgeting purposes as well as presenting financial statements.
8. CAD/CAM- product design and manufacture
9. Desk-top publishing could be used for creating brochures to showcase the company's products/printing labels/posters

10. Allows for flexible work options/staff are always connected/working from home/video conferencing
11. Online shopping/money transfers/banking
12. Provide free WiFi to attract customers
13. Observe if employees are using their time effectively/Monitoring employees/GPS
14. Powerpoint keynote presentations
15. Etc

(d) Discuss three challenges that affect organisations and businesses that use ICT.

Three valid challenges

3 x 3 marks (1+1+1)

1. Cost - Technology requires a lot of capital investment/technology must be constantly updated/obsolete very quickly/ergonomics solutions
 2. Ongoing maintenance and IT support
 3. Availability of broadband
 4. Staff have to be trained to use the technology and get the most from it
 5. Security/antivirus software must be updated regularly/information must be kept secure from hackers/competitors may gain vital information
 6. GDPR implications for businesses since May 2018 – data protection
 7. Fraud/you could be conned when doing business on the internet/phishing
 8. Some customers and markets do not have the technology to do business in this way
 9. E-commerce/must ensure customers payment details and credit card details are secure
 10. System failure/technology (hardware, software, broadband) can breakdown
 11. Workers well-being – Repetitive Strain Injury(RSI), Eye Strain, Unmotivated
 12. Negative/bad reviews of the business from customers/service/bad ratings
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