



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2025

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.

Symbol	Name	Use
	0	Incorrect answer
	Tick 1	Valid information Worth 1 mark
	Tick 2	Valid information Worth 2 marks
	V Wavy	Page/point seen by examiner

Section A	Audio Visual	30 marks
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- Q.1** Name the manager of the charity shop. **1 mark**
Aoife O' Neill
- Q.2** Why did the teacher think it was a good idea to have a speaker from a charity organisation? **2 marks**
(0/2)
1. The money made there is going back into the local community
 2. They had already had people in from local businesses
- Q.3** Explain why the manager accepted the invitation to speak to the LCVP class. **3 marks**
3@1m
1. It is an opportunity to recruit new volunteers
 2. They always need volunteers
 3. A charity shop wouldn't survive without them
 4. It was made clear what was required in the presentation/speaking to 25 students/forty minutes
 5. The manager can raise awareness of the work this charity does
- Q.4** List the jobs involved in the charity shop. **2 marks**
2@1m
1. Dress the windows
 2. Do up the floor displays
 3. Online marketing and promotion
 4. Cash flow
 5. Stock taking
- Q.5** Explain how the students benefit from volunteering. **4 marks**
2@2m (1+1)
1. It is a great way to get work experience, working hours are flexible
 2. You gain experience working in a number of different areas- creative/financial/marketing/how to run a business
 3. Learn a new skill/ teamwork/communication/problem solving/you will benefit from h&s/manual handling training
 4. Make new friends/meet new people
 5. Feel good factor/by helping others/self-esteem/proud
 6. Add to your CV/ looks good on a CV/can help get jobs in the future
 7. Get an understanding of community and people's needs

Q.6 (i) What resources does Ciara need for the presentation?
(ii) Why is using ICT beneficial when doing a presentation? **6 marks**

(i) **2@1m**

1. Laptop
2. Data projector
3. USB
4. Notes

(ii) **2@2m (1+1)**

1. Keep the speaker on track/ visual cues for speaker/easier as you can read from the presentation
2. Slide show (PowerPoint) lets the audience know the main points/conveys information effectively/shows information clearly
3. Creates engaging visual aids for audience/enhances audience engagement/understanding/grabs attention
4. Convenient as the presentation can be prepared in advance and brought in using a USB
5. Helps with doing research in preparing the presentation/ makes the presentation more professional
6. Sustainability /cost of printing reduced/presentation can be emailed

Q.7 How can volunteer work enhance social skills and community involvement?
6 marks
3@2m (1+1)

1. Increased social interaction: Interacting with the public/other volunteers/ allowing for increased interaction/make new friends and connections/networking/improve interpersonal skills
2. Understanding of the community: Gain an understanding of the needs of the community/making it a better place for everyone/solve real problems in the local area
3. Teamwork collaboration: Helps develop skills/conflict resolution/compromise etc./Gain an understanding of the work that goes into a charity shop/work in groups/learn to support each other
4. Builds a sense of belonging/helps people feel more connected to their community/inspire others to get involved
5. Enhances communication: working with other teaches you how to talk and listen better
6. Personal and professional development: empathy and compassion/confidence/ self-esteem/ Problem solving/adaptability/leadership skills/sense of achievement

Q.8 Why is the charity shop a good example of a social enterprise? **6 marks**
3@2m (1+1)

1. Social Enterprise is a business: Generates revenue that provides essential services to address issues in their community
2. Use of Funding: The charity shop has funded the youth café, a wheelchair bus for the nursing home and other projects over the years
3. Purpose driven: Surplus funds are reinvested into achieving social objectives rather than maximising profit for owners
4. Community support: rely on donations/ improves the lives of people/ providing resources/money/counselling
5. Employs staff: providing employment and volunteer opportunities/ help people gain work experience/ potential skill training or upskill training
6. Environmental benefit: promote recycling and reduces waste/ improves sustainability
7. Affordable goods: offer affordable priced items/ selling second hand clothes

Section B	Case Study	30 marks
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Q.1 Identify one strength, one weakness, one opportunity and one threat of the town of Glenhale. **6 marks**
(2+2+1+1)

- (i) **Strength:** location, tourism, education facilities, active committee in the town, active historical society, connectivity by motorway to two large towns, business/innovation park
- (ii) **Weakness:** traffic congestion, filling the business units, declining business activity in the units/dependency on external agencies
- (iii) **Opportunity:** potential for growth in the pharmaceutical/food/ sector/disused railway line, age friendly town, development of historical sites, events and festivals, opportunity for IDA/EI to source appropriate enterprises for the business units/develop other educational opportunities like apprenticeships/get ideas from the public consultation
- (iv) **Threat:** competition from other towns, funding, aging population, effect of traffic congestion/ the town being inaccessible/decline in footfall, sales and staff recruitment/ uncertain economic conditions

Q.2 (i) Why is it important for the committee to engage in market research?

3 @ 1m

1. To gather up to-date knowledge/set goals
2. To identify local concerns
3. To get suggestions
4. To gain insight into customer behaviour
5. To stay competitive
6. To make informed decisions
7. To manage risk
8. To measure success

(ii) Describe three ways you could ask the people of Glenhale for their opinion as part of the public consultation process. **3@ 2m (1+1)**

Valid expansion required/no repetition

1. Survey/Questionnaire
2. Interview/direct questioning
3. Focus group/discussion
4. Social media platforms
5. Public meetings
6. Suggestion Box

(iii) Of the methods described in part (ii) above, which one do you consider to be the most successful method. Give reasons for your answer

3 reasons **3 @ 1m**

Answers may refer to the following:

1. Cost effective
2. Quality of information received
3. Potential to ask for other questions/flexibility to ask a wide range of questions
4. Speed/rapid data collection/results
5. Responses from a large sample/response rate
6. Validity/reliability
7. Easy to fill
8. Accessible
9. Anonymous

Q.3 (i) Why is it important to consult the stakeholders of a project when developing an action plan?

4 marks

2@2m (1+1)

1. They are a valuable source of information/have an understanding of an issue
2. To help identify and control external risks/ensure project success as potential problems are identified early on that may have been missed
3. It can form a basis for future collaboration/effective decision making
4. To generate a greater sense of ownership/build strong relationships/reduces the potential for conflict/resistance to change
5. To build trust and transparency showing the process is fair
6. Stakeholders can monitor the progress being made and help ensure the project stays on track

(ii) Locals put forward suggestions to improve their town centre. Identify **one** specific suggestion that may have been put forward by the locals and develop an action plan for your suggestion.

Suggestion - 1m

1. Reduction in traffic congestion
2. Becoming an age friendly town
3. Organising events/festivals
4. Active Travel promotion/ pedestrian/cycle friendly/infrastructure improvements
5. Promotes local businesses-Introducing a town voucher scheme
6. Enhanced public places
7. Attracting businesses/residents to vacant properties
8. Relocate the schools outside the town
9. Etc.

5 @ 1m

NO MARKS FOR HEADINGS

Action Plan:

1. Aims/Objectives
2. Research methods
3. Analysis of research
4. Resources/action steps
5. Schedule of time
6. Costings/finance
7. Evaluation methods

(iii) Why would Glenhale evaluate their action plan?

2 marks 2 @ 1m

1. To see if they have achieved their aims/objectives/what went well
2. To find out what did not go well and why
3. To make judgements about the action plan/what corrective action to take
4. To inform future decisions

Section C	General Questions	100 marks
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Q.1 Consider your local area.

- (a) State two reasons why you think your school is located where it is. 4 marks**
2@2m (0/2)

1. In a town/ large student population
2. Proximity to road network /out of the way of major roads
3. Close to facilities, library, town hall, community centres
4. Easily accessible to students, walk, cycle, good bus route
5. Tradition in the area/always there
6. Etc.

- (b) Outline the benefits of recreational facilities and organised activities for teenagers in local areas. 4 marks 2@2 (1+1)**
+ valid expansion

1. Reduces anti-social behaviour eg vandalism/loitering etc.
2. Helps physical wellbeing/improves fitness and cardiovascular health/improved sleep
3. Helps mental wellbeing/reducing stress/gives them something to do
4. Helps develop social skills/shared experiences/improved relationships/builds confidence/self-esteem/sense of belonging
5. Develops team building skills which will helps them in the future
6. Personal skills/qualities developed or learned
7. Etc.

- (c) A group in your local area wants to improve facilities for young people. Design a questionnaire, with five questions, this group would use to carry out the research. (8 marks)**

Layout: Heading / variety of question styles / instructions **3 @ 1 mark**
 Questions: 5 questions required **5 @ 1 mark**

- (d) What factors would the group in part (c) need to consider to ensure the success of the research. 9 marks**
3@3m (1+1+1)

1. Timeline/steps: plan ahead/ outline research steps/time schedule/realistic timeline
2. Questions: clearly defined/provide focus/narrow/specific/answerable/avoid bias
3. Target respondents: target group/sample size/age range/incentives/
4. Location/distribution method: online platforms/right location where target audience will see it/appropriate time
5. Collate and analyse data: technology requirements/gather data/interpret/draw conclusions
6. Cost/resources required: paper based/printing/mailling costs/online/respondents needs/personnel/software

Q.2 You have been asked to complete an investigation on a career of your choice.

- (a)**
- (i) Name two Leaving Certificate subjects you are studying.**
 - (ii) Outline how these subjects have helped in completing your work experience.**
- 4 marks**

(i)	Two subjects	2 marks	2@1m
(ii)	Outline	2 marks	2@1m

- (b) List three characteristics that employers look for in potential employees. Explain why you think each is important.**
- 6 marks 3@2m (1+1)**

1. A hard worker/ productive, hardworking people are better for a business
2. Honest/trustworthy: it is essential that workers do an honest day's work for their pay. Do not steal from employer/loyal
3. A good communicator/ individual need to be able to communicate with managers/ other workers and customers
4. Adaptability
5. Reliable/punctual
6. Shows initiative: employers need workers who can work on their own and do not need constant direction/positive attitude
7. Problem solving abilities/how they handle challenges
8. A team player/major feature of a workplace/perform assigned tasks within a team/ Willing to do their share
9. Etc.

- (c) Describe how your work experience/shadowing might influence you in your choice of career.**
- 6 marks
3@2m (1+1)**

1. Can help make a decision regarding career choice/do or do not want to pursue the career after they leave school/plan career path
2. Experience the type of work involved in the career/enjoyed it or not
3. Found out about job prospects/pay/hours/working conditions
4. Gives an insight into the behaviour/attitude expected in the particular job
5. Realise what skills/qualities are required for this career/have or have not these skills/qualities
6. Feedback from adults other than teachers can help the student be more realistic about their career path/work involved
7. You will have a referee for your CV which may help you achieve work in the career in the future/networking

- (d) **Describe three sources of information you used when investigating your chosen career. Give a reason for choosing each source.** **9 marks**
Source + Description + Reason **3@3m (1+1+1)**

1. Career Guidance Teacher: this is where the student will book an appointment to review test results/suitability for career/course options
2. Internet/websites e.g. Careers Portal/Qualifax/CAO/college websites
3. Open Day/Career fairs: organised day to talk to lecturers/students/ attend lectures/get to see facilities/speak to students/lecturers/careers exhibition e.g. His /her options variety of third level institutions in one place
4. Work Experience/shadowing: this is where a student will get to experience the day to day duties involved in the career
5. Interview: talking to someone doing this job allows you to ask questions e.g. salary, advantages and disadvantages of the job
6. College prospectus/brochures/newspaper articles/pamphlets/library
7. Self-assessment/aptitude tests: These are tests students can take to show their abilities/aptitude towards a particular career/highlights personal attributes

Q.3 *The world of work.*

- (a) **Why would a student use a CV to apply for a job?** **4 marks**
4 @1m

1. Give a summary of their personal details
2. Give a summary of their education
3. Give a summary of work experience
4. Give a summary of interests/hobbies etc
5. To show the prospective employer why they should hire you/highlight skills applicable to the job
6. Gives details of referees a potential employer may contact/to verify suitability for the job
7. All your information is in the one place/to make a good impression
8. Give a summary of achievements

- (b) **Outline two ways the world of work differs from school.** **4 marks**
2@2marks (1+1)

1. Work has longer hours/less holidays than in school.
2. Work is more practical than school/different skillset needed/school is often theory based.
3. Work has a more day-to-day variety than in school.
4. Work has more Teamwork evident than in school.
5. In work different demands are made on you/different to those made in school
6. If you are not fully committed in work, you may get a bad review/let go. In school, you will get a bad report/poor grades.
7. In work you get paid, you do not get paid to go to school.
8. ICT is usually more current in the workplace than in school.

(c) Why would it be helpful to have a clearly defined role in the workplace? 8 marks
4 @ 2m (1+1)

1. So that work can be divided up/employee's skills can be matched to a specific job.
2. Each worker knows who their supervisor/manager is/less supervision.
3. Each employee knows their job and each person knows what are responsible for.
4. Work will be carried out to a higher standard if employees concentrate on certain jobs or what they are good at/Productivity.
5. Less disputes/confusion/less boredom.
6. Safety aspect/employees are trained for a particular job.
7. Motivation/Morale/better atmosphere in workplace/less stress.

(d) Outline three legal responsibilities that employers have when employing workers under 18 years of age. 9 marks
3@3m (1+1+1)

1. Employer must keep a copy of their birth certificate/passport/safe/secure/data protection
2. Detailed records must be kept of name/DOB/start time/end time/pay rate
3. Must comply with 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/30 minutes after 4 hours(u16)/4.5 hours (16&17)
5. Written permission is required for u16/consent from parent or guardian
6. Poster detailing the rights of young people in the workplace must be displayed in an appropriate place
7. Provide the minimum wage for u18s (70% of minimum wage, €9.45)
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. Employers have a legal obligation not to let u18s sell alcohol or cigarettes to the public
10. Garda vetting – required for over 16s when working with children/vulnerable adults

Q.4 Your LCVP class took part in a visit out to a business enterprise.

- (a) Name a business enterprise that you visited. Identify the product/service it provides.** **4 marks**

Name of the business **2 marks**

Product/Service it provides **2 marks**

- (b) Outline four key areas you were informed about during this visit.** **4 marks**
4 x 1 mark

No marks for headings

1. Background/history of entrepreneur
2. Description of Product/Service
3. Marketing
4. Health & Safety
5. Staffing
6. Finance
7. Challenges faced
8. Future plans
9. Environment/CSR/Sustainability
10. Production/Manufacturing process
11. Etc

- (c) What steps should be taken to ensure that this visit is organised and run efficiently?** **8 marks**
4x2 (1+1)

1. Contact the enterprise/arrange a date and time
2. Get permission from principal/parents/permission slips
3. Research the company/prepare questions to ask
4. Ask the teacher to review/ questions prepared/plan of action for the day
5. Arrange transport/collect money
6. Prepare necessary materials for the visit/questionnaire/notebook & pen
7. Decide who is doing to do what/assign roles
8. Business makes necessary preparation, ppe,powerpoint, booklet
9. Etc

(d) Describe the challenges facing this organisation and how they can be overcome.

(9 mark)

Challenge description 1m
Way(s) to overcome 2m (1+1)

<p>1. Funding cashflow/securing funding/managing debt Proper budgeting/monitor expenses/look at all alternative funding sources/options/develop a repayment schedule/strategy How to over come keeping costs as low as possible/negotiate with suppliers/negotiate with landlords on rent/negotiate with banks on interest rates/restructure repayments /make workers redundant</p>	<p>2. Staffing retaining staff/finding new staff/filling skills gap in a business How to over come Offer good wages/bonus options/good work environment/partner with universities/colleges/invest in employee training/consider temporary hire of individuals with necessary skills</p>
<p>3. Location May be a located in an area with no parking/poor transport links/poor broadband/too remote How to over come Enhance its online presence, offer delivery, facilities for parking or transport solutions. Flexible work options and low-band width tech can address poor broadband or transport links. Clear communication about access and services option</p>	<p>4. Competition Staying competitive/adapting to a new market How to over come Do market research and analysis/ have a unique product/service/flexible and responsive to customers' needs Introduce new product lines/diversify/expand into other countries</p>
<p>5. Brexit/ U.S. Tariffs Disrupts trade flow, increasing costs and creating regulatory uncertainty How to over come Diversify into other export markets/source locally where possible</p>	<p>6. Increasing Business Costs It has become more expensive to run a business due to increased cost of raw materials, labour costs, rent electricity costs etc. How to over come Shop around to get cheaper prices Reduce waste in the business by turning off electrical appliances/negotiate with banks to get the best rates/train staff to be more efficient</p>
<p>7. Customer relations Poor communication with customers/slow response times, poor service/ negative feedback or reviews online/complaints How to over come Flexible responsive to customer needs/ know what the customer wants/give clear information about a product/service/address customer inquiries/complaint/ provide good customer service</p>	<p>8. Technology staying current/adopting new technologies How to over come Purchase/upgrade/ invest in new technology equipment/ train staff on new technologies/stay informed</p>

Q.5 Your LCVP class has been asked to fundraise for a charity of your choice.

- (a) Prepare the agenda for the first meeting to plan and organise the fundraising activity.**

4 marks

Heading (Agenda) 1m

Agenda items 3@1m

AGENDA

1. Election of officers (chairperson/secretary/treasurer/PRO)
2. Decide what charity to donate to
3. Draw up a plan of work/schedule of time
4. Finance
5. Permission from Principal
6. Decide the fundraising event
7. Arrange a time/date/location for the event
8. Assign roles/tasks/duties
9. Date and time of next meeting
10. AOB

- (b) Why is it important to plan for this activity?**

4 marks

2@2m (1+1)

1. Aims and objectives are clearly established/sets clear goals
2. Everyone knows what they are working towards/Everyone knows their roles/focused and on track
3. You can check progress against the plan and take corrective action where necessary
4. To draw up budgets/schedule of costs/resources/ensures you have the material people and finance needed
5. To do a SWOT analysis/can help anticipate problems/give you time to prepare solutions
6. Saves time/ reduces stress/makes the activity more enjoyable
7. Helps measure the success/ what worked well/ what could be improved

- (c) What are the benefits of doing a whole class project rather than an individual project?**

9 marks

3@3m (1+1+1)

1. Share workload/goals are achieved quicker/more work is done/ in case of absenteeism
2. Decisions are made more quickly/solutions to problems found more easily
3. Wellbeing - responsibility is shared so no one person is under too much pressure/everyone takes ownership for their part of the task they are responsible for/improved relationships with their peers/more motivation to take part
4. Members of a team will have a variety of strengths/skills/experience
5. More ideas will be generated as there will be a group of people rather than one
6. Communication/interpersonal skills are improved
7. Helps to develop team work skills/prepares students for real life situations in the work place

- (d) Describe four key areas of information that you would include in the body of the report on this activity.**

**8 marks
4@2m (1+1)**

1. Summary of activity/Introduction/Background/Purpose
2. Finance/Projected costs/money raised/ Sponsorship/donations
3. Allocation of roles/Committee members selected
4. Organising the event/Resources needed
5. Planning- Date/time /location
6. Market research/marketing/advertising
7. Day of event/my responsibilities on the day
8. Etc

Q.6 *Technology is keeping people connected in today's business world.*

- (a) Why are Information and Communication Technology (ICT) skills important in the world of business today?**

**4 marks
4 @1 mark**

1. Source raw materials
2. Marketing your product/service/ Social media promotion
3. Selling to customers online
4. Communication/connection
5. Create business documents
6. Manage customer information
7. Manage files
8. For budgeting/stock/financial control
9. Product design and manufacture
10. Creation of posters/brochures/marketing materials
11. For better employment chances/makes you better at your job
12. Enables remote working
13. To be able to use the available resources from the internet/ to improve/protect your business
14. Etc

(b) List four ways you have used ICT during LCVP.

**(4 marks)
(4 @1 mark)**

1. Publisher/Desktop Publishing/Canva
2. PowerPoint
3. Word – writing letters, permissions slips/portfolio
4. Databases
5. Excel – tables, charts
6. Online research
7. YouTube/Videos
8. Use of apps
9. Recording interviews
10. Email
11. Printing of portfolio items/report
12. Revision
13. Etc

(c) Discuss two advantages and two disadvantages of using technology by an employee who is working from home.

**8 marks
4 @2 (1+1)**

Advantages

1. Work life balance/flexible work schedules/time with family/increased employee satisfaction/reducing commute times/distractions of a busy work place
2. Easy to communicate with the office/customers/suppliers/video conferencing tools/regardless of location
3. Ease of collaboration remotely/online collaboration platforms/google docs/everyone stays informed and connected
4. Fewer sick days/not interacting with people
5. Saving money/fuel cost/childcare cost/lunch costs

Disadvantages

1. Reliance on internet stability/glitches
2. Reliance on equipment e.g. laptop/printer/workstation
3. Cybersecurity risks e.g. hacking
4. Always available leading to inability to switch off/overworked employee/lead to burn out/stress
5. Distractions and lack of focus/other household activities compete for attention/difficult to maintain productivity
6. Bad for health – too much screentime/eye strain
7. Isolation/low morale/loneliness/not building relationships/connections
8. Cost of equipment and infrastructure/potential energy bill

- (d) **How may a business fund the cost of upgrading or improving ICT in their organisation?** **9 marks**
3@3m (1+1+1)

1. Retained earnings/using the profits of the business /re-sell old ICT equipment
2. Grants/subsidies
3. Sell shares in the business/bring in a new investor
4. Bank loan/financing
5. Leasing option from a technology provider
6. Crowd funding
7. Sell assets of the business e.g. land
8. Cost saving measures

Q.7 Trade unions play a vital role in maintaining good industrial relations.

- (a) **4 marks**
2 marks (1+1)
- (i) **What is a trade union?**

A trade union is an organisation of workers who try to improve the pay and/or working conditions of its workers/represent workers in disputes.

- (ii) **Name one trade union.** **(2 marks (0/2))**

1. SIPTU
2. IMPACT
3. ASTI
4. TUI
5. UNITE
6. INTO
7. Etc

- (b) **Outline two advantages to an employee from being a member of a trade union.** **(4 marks)**
2 @2m (1+1)

1. Trade union negotiate agreements on workers' pay and conditions
2. The trade union will represent members during major changes to the workplace
3. They can provide members with information, advice and support on entitlements
4. They can provide education facilities and training
5. They mediate with employers to resolve disputes
6. Trade unions can lead to greater solidarity among workers/strength in numbers
7. Consumer benefits such as discounted insurance/VHI/optical benefits

- (c) What responsibilities do employers have when employing workers in their business? Four points required.** **8 marks**
4 @2m (1+1)

1. Provide a safe work place - risk assessment, safe equipment
2. Fair treatment- equal opportunities/avoid discrimination
3. Pay - A fair day's pay for a fair day's work/pay workers on time
4. Leave – allow workers to take holidays/maternity/parental/parents/paternity
5. Provide proper training /induction/safe pass/mentoring etc
6. Obey legal obligations – contract of employment, health and safety obligations etc
7. Provide PPE to workers e.g. Hard hat, hair nets, ear plugs, masks
8. Keep records of hours worked- pay/holidays/absences/and maintain confidentiality

- (d) Explain three implications to a business of poor industrial relations between workers and management.** **9 marks**
3@3m (1+1+1)

1. Loss of sales -reduction in profits
2. Loss of customers -due to damage to reputation/negative industrial relations /customers may never return
3. Increased training costs due to high staff turnover- employees leave to work in a better work environment
4. Poor morale: reduced productivity - loss of experienced staff/decreased motivation and efficiency/ increased absenteeism/harder to get staff
5. Industrial action- due to disputes in the workplace/hostile work environment/go slows/strikes etc.
6. Decreased innovation - due to lack of motivation in the workplace
7. Quality of work- substandard products/sales returns/lawsuits/product recalls

LCVP Portfolio Marking Sheet 2025
Portfolio Total: (Maximum 240 marks)

	MARKING SCHEME CORE	MAXIMUM MARK
1.	Curriculum Vitae	
	Word processing	0 – 4
	Presentation/layout (conventional order)	0 – 6
	Personal details (any 4 items including signature)	0 – 4
	Skills and qualities	0 – 4
	Educational qualifications	0 – 6
	Work experience	0 – 6
	Achievements/interests/hobbies	0 – 5
	Referees	0 – 5
	Sub-total	40

2.	Enterprise/Action Plan	
	Presentation and layout	0 – 6
	Title/purpose	0 – 4
	Objectives (at least two needed)	0 – 8
	Research methods	0 – 6
	Analysis of research	0 – 12
	Action steps	0 – 9
	Schedule of time/costs	0 – 8
	Evaluation methods	0 – 12
	Sub-total	65

3.	Career Investigation	
	Title/word Processing/use of headings (<i>or Audio Tape</i> communication in clear and confident manner)	0 – 6
	Description of duties involved in the career/area	0 – 6
	Identification of skills and qualities needed	0 – 8
	Identification of qualifications & training needed	0 – 10
	Description of two different pathways to the career	0 – 8
	What was learned by the research/activity about career and oneself	0 – 11
	Evaluation: of the career	0 – 8
	Evaluation: of undertaking the career investigation	0 – 8
	Sub-total	65

4.	Summary Report	
	Presentation layout	0 – 6
	Title/name of activity	0 – 7
	Author's name	0 / 5
	Terms of reference of report/aims of the activity	0 / 6/ 10
	Body of report – content (short sentences, summaries, appropriate language)	0 – 15
	Body of report – clarity (headings, logical structure, flow, originality of thought)	0 – 10
	Conclusions/recommendations	0 – 12
	Sub-total	65

Core marks: CV plus TWO other core items: (Maximum 170 marks)

	MARKING SCHEME OPTIONS	MAXIMUM MARK
5.	Record / Log / Diary	
	Presentation/layout	0 – 6
	Name and description of work experience placement	0 – 10
	Reasons for choosing work experience placement	0 – 10
	Content Factual day to day account of at least 3 days/entries as follows:	
	Detailed personalised account	0 – 12
	Candidate analysis of own performance in different situations	0 – 12
	Evaluation of experience in the light of study & career aspirations	0 – 8
	Evaluation of how what has been learnt can be applied to work in the home, school and the local community	0 – 12
	Sub-total	70

6.	Report	
	Presentation layout	0 – 6
	Title/table of contents	0 – 4
	Author's name or signature	0 – 2
	Terms of reference of report/aims of activity	0 – 6
	Summary of main points	0 – 6
	Body of report	
	Account of activity	0 – 12
	Use of appropriate depth, detail, organisation of information	0 – 10
	Use of charts, tables, diagrams	0 – 5
	Conclusions/recommendations	0 – 10
	Evaluation	0 – 9
	Sub-total	70

7.	My Own Place	
	Presentation/layout	0 – 6
	Title/table of contents	0 – 4
	Description of local area/what is under investigation	0 – 6
	Aims/objectives	0 – 6
	Research methods	0 – 8
	Body of Report – description & analysis of key aspects	0 – 8
	– use of logical sequence/headings/illustrations	0 – 8
	– analysis of issue/suggestions for improvements	0 – 8
	Conclusions/recommendations	0 – 8
	Evaluation	0 – 8
	Sub-total	70

8.	Recorded Interview/Presentation	
	Presentation (neat in the context of the interview/presentation)	0 – 6
	Variety of tone, gesture, diction, eye contact	0 – 6
	Ability to communicate message clearly, engage audience, elaborate on points/questions, logical sequence of thought. <i>Pass (25 – 32)</i> – basic communication skills <i>Merit (33 – 39)</i> – ability to express ideas and opinions clearly and knowledge of topic <i>Distinction (40 – 50)</i> – knowledge and ability to communicate ideas and own opinions clearly and in logical sequence	0 - 50
	Information (content)	0 - 8
	Sub-total	70

Any **ONE** Option: (Maximum 70 marks)