

# LCVP LINK MODULES

**The Written Examination will take place on the first Wednesday in May**

Read a copy of your Portfolio of coursework, as it is an excellent revision tool for the written paper. Read the Portfolio the night before the examination and if you have the opportunity, skim read the portfolio on the morning of the examination. Ensure that you are familiar with the content and layout of all portfolio items. Remember approximately 16,000 students will sit the LCVP examination this year. To achieve a distinction can be difficult, so it's extremely important to revise and prepare adequately for the Assessment. On average 81% of students use their LCVP as their sixth subject for CAO points. Ensure to practice questions, be aware of the marking schemes on [examinations.ie](http://examinations.ie). Ensure that you do not repeat points. Also the State Examinations Commission has published the Chief Examiners Report on the LCVP for 2010. Log on to [www.examinations.ie](http://www.examinations.ie) to access it. This report provides excellent information and statistics that can help improve results and highlights frequent mistakes. Recommendations are set out for both teachers and students.

When answering questions on activities in the written paper, ensure to follow a logical sequence, in particular for activities. Use the Learning cycle approach (Pre-experience, Experience and Post-experience) and articulate the knowledge and skills gained. Students need to ensure that they are familiar with **all** the Specific learning outcomes. Interestingly there are 93 Specific Learning outcomes. However quite a number of them are repeated throughout the syllabus, e.g. 'Link the learning to Leaving Certificate subjects', 'evaluate activities', 'planning', 'Report writing' and 'invite a visitor to the classroom'.

The written examination, which is offered at common level is worth 40% and is marked out of a total of 160 marks. Practice past exam questions.

The Written Examination is of two and a half hours duration, comprises of three sections as follows:

## **Section A:**

Audio Visual (30 marks), profiling a business or community enterprise or organisation. The six minute DVD is shown at the beginning of the examination. Students answer eight questions.

Remember you are assessed on :

- What you see
- What you hear
- Apply your LCVP Knowledge, learning and skills

Read the questions carefully before the DVD commences and underline the main parts. Ensure to take notes on the rough work sheet on the inside cover of the answer booklet. Remember the last few questions carry a substantial amount of the marks. In fact Question 7 and Question 8 are worth 12 marks. Therefore they require detail, ensuring to elaborate and always give examples if appropriate. Ensure not to use repetition of points.

## Section B (30 marks)

This comprises of a Case Study covering topics such as a profile of an entrepreneur; a business/community/voluntary organisation; an overview of a local area; a social or economic issue.

The Case Study for 2011: ‘*Sweet dreams for Sara*’, has been sent to all schools. Students must have an in-depth understanding of all aspects. A **mind map** is available on [www.pdst.ie](http://www.pdst.ie) and click on Business and Enterprise, which includes LCVP. Also download the past examination papers and solutions. Why not draft your own mind map and use the case to revise the course by asking relevant questions. The case study can be a vehicle to revise all the specific learning outcomes.( SLO’s.). Students are required to answer three questions. Last year, the three questions had more parts to them. with two to three subdivisions in each. Question 1 is followed by i) and ii), similarly Question 2 i) and ii) and Question 3 i), ii) and iii).

Read the questions carefully. Stop and think. Underline the important parts. Students must give details and always elaborate. Students are advised to spend 25 minutes on the Case study.

*Section A and Section B are compulsory, which means you must answer the Audio Visual and Case Study questions.*

## Section C (100 marks):

There are six multi-part general questions covering the full range of the syllabus. Students are required to answer four questions. To assist in choosing questions the exam paper has a summary and index of questions. Your choice of questions is vital. Choose the questions which can deliver the most marks for you. Ensure you can answer **all** parts. Take account of mark allocations for questions and parts of questions and plan the use of time accordingly.

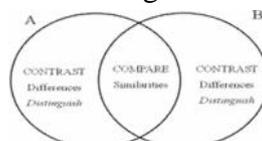
A student must pay particular attention to timing. It’s important not to spend too much time on one part of the question. It is recommended that you allow approximately 23 minutes per question.

If you find yourself going over the time, it would be advisable to leave it and move onto the next question. If there’s time at the end of the examination you can always return to it.

Always State your answer, explain your answer, at least two different points and give an example supporting your answer. Don’t leave blank spaces, ensure to attempt all parts of the four questions.

When revising or practicing exam questions use Venn diagrams to practice compare and contrast type questions or explain the similarities and differences or distinguish between two concepts.

Compare / similarities - what is common to both  
Contrast / differences / distinguish - what is unique to each



Ensure you understand the difference between terms like State, Explain, Outline, Describe, Analyse, Discuss, Evaluate, Illustrate.

- State simply means to say briefly or define what a term means.
- If explaining ask yourself ‘would another person understand this concept /idea / term now that I have explained it. Have I made it clear?’
- To outline means to give a complete overview – so you need to cover the entire concept. This is why a brief outline is often asked for.
- Analysing means you break something down into its constituent parts.
- To describe something is like drawing a picture with words.
- A discussion looks at something from a number of sides or from a number of points of view.
- To evaluate something means to make a judgment on it. Make sure that your judgment is informed i.e. you must be able to back it up with evidence. Ensure that you give advantages, benefits, disadvantages, risks.
- To illustrate means to show and give examples.

Breakdown of some themes of the LCVP, however ensure to revise all elements of the LCVP

- **Planning** is an integral part of the LCVP. Ensure to cover all areas of Planning. Define planning, Why Plan?, The advantages and challenges of a plan. Can you draft a Business plan? What are the main headings. Can you draft an Enterprise/ Action Plan.
- **Evaluation** is also an integral part of the LCVP. Ensure to answer questions carefully. Why evaluate?, The advantages and challenges of Evaluating. How to evaluate? Advantages and disadvantages of methods.

When evaluating use the **DAR** approach.

*Note: only use mnemonics if they suit your learning style.*

**Describe:** Reflect on the experience, What happened?, What did you do? Did you meet your objectives?

**Assess:** Think back on the experience, what went well?, what did not work? Was it useful? What subjects were useful? What about teamwork?

**Recommend:** What would you recommend for future activities? Are there any follow on activities.

- **Skills:** Ensure students can articulate skills they developed. The following are skills the student developed as they participated in the LCVP:

### **Communication Skills:**

- Contacting and making arrangements with LCVP speakers, organisations and work placements
- Briefing all of the above
- Managing / Leading people
- Making Presentations/ role-play in the Link Modules Classroom and to outside Organisations/Agencies
- Sending ‘thank you’ letters, emails, Phone calls etc
- Ensuring other students are interested / involved in activities and Portfolio items
- Introducing, listening and summarising Link Modules activities
- Share information and work cooperatively Chairing meetings, or participating in other roles

### **Team Work Skills:**

- Group activities, e.g. Team Enterprise, My Own Place investigation,
- Taking responsibility
- Seeking help when required from Link Modules Teacher and other adults
- I meet my own objectives and help others to meet theirs
- Listening to others
- Assess the effectiveness of the Team, see how it can be improved
- Resolve problem situations, avoid apportioning blame, use negotiation techniques to support others members to learn from our mistakes
- Discussion, group disagreements norming, forming and performing

### **Organisation Skills:**

- Decide who does what
- Setting up room for LCVV Visitor, preparing for work placement
- Obtaining and collecting permission slips for outside visits
- Making time arrangements and finalising administration and room
- Organising meetings, visits out and visits in

### **Research Skills:**

- Organising material and designing questionnaires
- Gathering information
- Reading, summarising and analysing information
- Identifying sources
- Analysis of information and evaluation

### **Administrative Skills**

- Writing letters, emails, plans and reports
- Word processing
- Keeping records
- Telephoning, letter writing and emailing

### **Presentation Skills:**

- Structuring material
- Using visual stimulus to enhance Presentations
- Deciding on 'what and how to say it'
- Argue and debate points
- Public speaking

### **Information Technology Skills:**

- Emailing
- Sourcing and using websites i.e. [www.pdst.ie](http://www.pdst.ie)
- Using camera and video i.e. Recorded Interview
- Word processing
- Editing materials/ Portfolio Items
- Knowledge of computer packages
- Accurate key board skills

### **Skills of Analysis:**

- Presenting facts from researching Link Modules
- Preparing summaries, tables and diagrams for LCVP Reports
- Understanding material and information
- Solving problems in your own way
- Identifying other points of view

Remember that the LCVP has two link Modules, Preparation for the World of Work and Enterprise Education.

### **Preparation for the World of Work:**

This module is designed to develop a student's understanding of the world of work, looking at their own area, employment, unemployment and voluntary work.

### **Enterprise Education:**

This module introduces Enterprise and Entrepreneurship. Experiencing what is involved in setting up and running an enterprise. Also introducing Voluntary Organisations and finally run an Enterprise activity.

### **Review the legislation.**

There are three specific pieces of legislation on the syllabus

1. Safety, Health and Welfare at work Act
2. The Employment Equality Act
3. The protection of Young Persons Act

Some LCVP Activities:

The LCVP is an activity based programme. Ensure you are aware of activities:

- Visit to a Training Scheme
- My Own place Investigation
- Simulated Job Interviews
- Career Investigations
- Work Placements
- Presentations/interviews
- Local business investigations
- Visit out/Visit in
- Voluntary organisation investigations
- Use of ICT
- An Enterprise Activity.

### **Final Tips**

- Be aware of all the 93 Specific learning outcomes
- Revise your Portfolio as this is an excellent revision tool and refer to the learning, skills and knowledge
- Always State, Explain, at least two different points and give an example
- Students need to analysis and evaluate.
- Use the published marking scheme as a resource and a guide when preparing for the Written Examination. These are available at the State Examinations Commission website [www.examinations.ie](http://www.examinations.ie)

- Read questions carefully and correctly. Common mistakes can lead to misinterpreting the question.

The following are examples:

- Is the question on a Visit in or a Visit out?
- Are you asked to evaluate the organising of an event or evaluate the organisation?
- Are you evaluating the Career or the Activity itself, i.e. the Career Investigation?
- Why is it important to evaluate an activity v evaluating an activity.
- Work Experience v Work placement.
- Ensure you know the differences between Strengths and Weaknesses v Opportunities and Threats. Ensure you can draft a SWOT analysis for an Entrepreneur, Business or Voluntary organisation that you studied.
- What makes an Activity successful v discussing the Activity.
- The role of the Entrepreneur v the role of the manager.
- How to improve on a skill rather than describing the skill.
- Entrepreneur skills v qualities v characteristics.
- Personal risks v Business risks when establishing a Business.
- Business Plan v Enterprise/Action Plan.
- Obligations of an Employer v Obligations of an Employee.
- What makes a business successful v measuring the success of a Business?