



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2026

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
Q.1	What is the name of the business?	1 mark
	Aisling's Designs	
Q.2	Why does Aisling sell products made by local designers?	2 marks
	1. Gives our customers more choice 2. Supporting the local community 3. Less harm on the environment/less carbon foot print	
Q.3	Why did Aisling want to set up her own business?	3 marks 3@1m
	1. She studied art in college 2. Wanted to work with her hands 3. She saw her father run his own business 4. She wanted to be her own boss and make her own decisions 5. She wanted flexible hours/didn't want to work 9 to 5	
Q.4	What challenges has the business faced over the past number of years?	2 marks 2@1m
	1. Drop in sales 2010/Recession 2. Pandemic 3. Increased competition/globalisation/online shopping 4. Availability and pricing of raw materials	
Q.5	Outline what Aisling has done to help her business overcome the challenges it has faced in recent years.	4 marks 2@2m
	1. Communicates with/consults/asks staff 2. Going online / zoom call / website 3. Doesn't live outside her means / Puts money aside 4. Trains staff so they overcome challenges 5. Increased the price of goods to cover rising costs of raw materials 6. Introduced new production methods	

Q.6 Why does Aisling consult with staff?

6 marks

3@2m

1. They are making the goods / meeting the customers / keeping things running day to day
2. It helps build trust between her and her employees / makes the business more efficient
3. It encourages problem solving / to get solutions / to make the best decisions / brings new ideas / incentives on commission
4. It keeps everyone motivated/allows all employees to feel an important part of the business
5. When making changes / keeps everyone on the same page / in line

Q.7 Why does Aisling prefer not to make staff redundant?

6 marks

3@2m (1+1)

1. Hiring/training staff is expensive/time-consuming / when the economy improves she doesn't have to retrain staff
2. Hurts morale and productivity of those still working in the business / high staff turnover is unproductive
3. Encourages loyalty among staff / her turnover of staff is very low / she has had the same staff for years
4. Don't lose staff as they are an asset to the business / new staff take time to settle in

Q.8 Describe the factors that contribute to the success of a business.

6 marks

3@2m (1+1)

No repetition of expansions

1. Managing finance / not living outside your means, applies this to her business as well / money put aside to fall back on
2. Good quality product/service / USP / good aftersales service
3. Interest in your project / passions
4. Good staff relations /staff wellbeing / investing in your people/staff, changing work practices before making people redundant / staff's ability to work as a team
5. Customer loyalty / support from the community
6. Resilience / Ability to adapt / innovation
7. Open communication
8. Marketing/sales
9. Proper planning / having a good business plan and reviewing it regularly
10. Winning awards / getting recognition from the industry you operate in
11. Good management / ability to motivate employees / to diversify if needed
12. Etc.

Q.1 Explain three sources of finance that could be used to start a charity. 6 marks
3m @ 2 (1+1)

1. Government funding/grants
2. Donations/individuals or corporations
3. Sponsorship/provide financial support for brand exposure
4. Fundraising/events to boost finances and profile
5. Personal funds
6. Crowdfunding/Go fund me
7. Loans

Q.2 (i) List two stakeholders that should be involved in the Slí Abhaile Action Group. 2 @ 1m

1. Michael
2. Rita
3. Volunteers
4. Service Users
5. Other voluntary groups in the local area e.g. Depaul Ireland
6. Members of local government (councils etc.)
7. Members of the local community
8. Suppliers
9. Donors/sponsors/investors
10. Businesses in the local area

(ii) Outline the benefits to any stakeholder of being involved in the Slí Abhaile Action Group. 3@ 2m (1+1)

Valid expansion required/no repetition

1. Ability to influence decisions / have a voice
2. Builds trust and good will
3. Builds their reputation / tax breaks / improves CV
4. Give them a chance to network with other stakeholders
5. Allow for skills development
6. Personal fulfilment/ gives purpose and meaning to personal values / align with charities mission
7. Can see change/ impact of contribution / donation / volunteering
8. Sense of belonging / identity / improved mental health

(iii) How can the Slí Abhaile Action Group ensure that meetings are effective?

4@1m

Answers may refer to the following:

1. Inform people in advance of the meeting taking place/invite the right people
2. Have an agenda prepared for items to be discussed
3. Have all resources prepared in advance – room, equipment, documentation, refreshments etc.
4. Have a chairperson and secretary
5. Stick to the agenda / keep meeting focused
6. Only allow one person to speak at a time / give everyone a chance to speak / encourage people to speak /use appropriate language
7. Make sure minutes are being taken/read/sent out
8. Decide on actions to be taken from the meeting, appoint people to the actions and dates for completion
9. Have a start and end time
10. Etc.

Q.3 (i) Identify three methods of promoting the charity Slí Abhaile.

6 marks

3@2m

1. Social media/Twitter/Instagram/Snapchat/TikTok/Facebook
2. YouTube videos
3. Notice-boards/posters in public buildings around the community
4. Leaflets/Flyers/direct mail campaign/door to door
5. TV
6. Radio
7. Visits to schools/local community groups
8. Website/App/Email
9. Word of mouth
10. Local business partnerships/ donation jar, newsletter on counter
11. Google ads
12. Influencers
13. Organising events
14. Sponsorship
15. Newspapers.

(ii) Outline the factors that Slí Abhaile may consider when deciding the location for their hostel?

4 marks

2@2m (1+1)

1. Accessibility / close to the service users / close to public transport
2. Availability/cost of premises
3. Proximity/Availability of volunteers
4. Legal/Environmental issues
5. Area with the greatest need
6. Whether there will be objections from local people
7. Close to essential services like hospitals, social workers/education facilities
8. Etc.

- (iii) Construct an action plan for Slí Abhaile to set up the hostel, using relevant headings. 2@1m

NO MARKS FOR HEADINGS

Action Plan:

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

Section C	General Questions	100 marks
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Q.1 *Read the job advertisement below and answer the questions which follow.*

(a) Identify two skills necessary for this job. **4 marks**
2@2m (0/2)

1. Technical / IT
2. Creative
3. Communication
4. Etc.

(b) Why have the applicants been asked to submit examples of their work when applying for this position? **4 marks**
2@2m (1+1)
+ valid expansion (no repetition)

1. To prove/verify skills / that they have worked in this area in the past / being honest about their previous experience
2. To show their technical ability / creativity in the areas that are required for the job
3. To show that the quality of their work is a good fit for the business
4. To check their understanding of the industry, they would need knowledge of makeup and skincare products and trends, worked samples show that they understand their target audience
5. To make the interview process more efficient / to enable comparison of candidates based on real examples of their work rather than qualifications
6. To see engagement with their previous posts from followers / will show how they attract and engage an audience.

(c) Describe four ways you would prepare for a job interview. **8 marks**
4@2m (1+1)

1. Carefully examine the job description, the more you can align yourself to these details, there is more chance of you getting this job
2. Research the company, their products or services online / in the newspapers / trade magazines
3. Do an interview preparation course / prepare and practice questions and answers / do a mock interview with a friend or family member. This will help to improve your confidence, give you a chance to practice your interview
4. Interview etiquette - proper handshake / maintaining eye contact / sitting up straight / gestures / diction, so you come across well in the interview
5. Pick appropriate clothes to wear for the interview / make sure your clothes are clean and appropriate for the interview / you should also be well groomed. This will make a good first impression
6. Plan your transport to the interview / do a dry run the day before to make sure you know where to go and how long it will take to get there. This will ensure you will arrive on time for the interview / be early

7. Reread your application form or CV, to refresh your memory and prepare for potential questions on them
8. Prepare in advance additional documents / portfolio work / you may have been asked to bring to the interview / safe pass / certification, so as to not be looking for these minutes before your interview
9. Prepare questions you would like to ask at the end of your interview, shows you have given some thought to the job / contract / duties etc
10. Mentally prepare, good night's sleep, eat well before the interview so you're not tired, hungry.

(d) Identify and explain three obligations an employer has regarding the health, safety and welfare of their employees at work.

9 marks

3@3m (1+1+1)

1. They must prepare a safety statement (a document that outlines how a company manages health and safety / ensure risks are assessed)
2. To provide safe working conditions / proper facilities / breaks / machines working correctly etc. The employer must ensure that equipment is safe and workable/maintained
3. To provide proper training / instruction in appropriate language
4. Provide P.P.E. (Personal Protective Equipment) where necessary e.g. goggles, steel-toe cap boots, helmets, hard hats, ear plugs, gloves, aprons, hair nets etc
5. Adequate signs displayed / fire drills / fire equipment / fire exits / emergency procedures
6. Take steps to prevent bullying. There should be procedures in place to deal with harassment, these issues should be dealt with immediately
7. Appoint a Safety Officer / report accidents to Health and Safety Officer

Q.2 Enterprise Skills.

(a) What are the characteristics of a good leader?

4 marks

2@2m (0/2)

1. A good planner to ensure goals are achieved and carried out
2. A good decision maker so that progress can be made
3. A good communicator and listener
4. Ability to solve problems
5. Fair in all their dealings with people (integrity /honesty/empathy), results in high levels of trust by employees
6. Being innovative and not afraid to try out new things
7. A good motivator so that he/she can encourage others in the organisation
8. The ability to delegate and not take on all task themselves
9. Decisive/able to make a decision and take the consequences
10. Loyal: stands up for and defends the team in times of crisis
11. Enthusiastic/positive attitude/energises the team
12. Conscientiousness: accountable for reaching the organisation's goals. Having a sense of responsibility or duty motivates the team to follow suit
13. Time management
14. Competent: has complete knowledge and familiarity of the work of the team
15. Etc.

(b) Explain the steps you might take to improve personal enterprise skills.

4 marks

2@2m (1+1)

1. Make sure to understand clearly what personal enterprise skills are
2. Do research on what skills are good to have and how to improve them e.g. read books/websites/videos/follow on social media
3. Develop a personal development plan
4. Ask for feedback from a trusted person on skills needed to improve
5. Do a training course/workshop/webinar/online course
6. Practice the skill whenever you can/start a small project
7. Network/peers/clients/partners/mentors/other entrepreneurs
8. Get experience using the skill by volunteering / work shadowing

(c) Name three barriers to good communication and describe how they might be overcome.

9 marks

3@3m

Name of barrier: 1m

Description of how to overcome: 1+1

No repetition of descriptions

1. Language: the person giving the information uses terms that are too technical or difficult for the receiver to understand
Overcome: Use simple language that everyone can understand
2. Authority: Too many people may be giving one-person instructions
Overcome: Have a clear chain of command so that the receiver knows who is in charge.

3. Noise: People cannot hear the message that is being conveyed/interference
Overcome: Give the message at a time when the receiver can hear/is not distracted
4. Time: The message may be relayed in a rush/the receiver does not have time to listen/understand/respond to the message
Overcome: Ensure that the message is given at a time when it can be given slowly and clearly and received with time to ask question/seek clarification if questions arise
5. Information Overload: A person may be receiving too much information at one time, leading to confusion or communications being missed
Overcome: Reduce the number of communications being directed at one time/to one person
6. No Record: Important messages are not given in writing, which may lead to disagreements later over what was relayed
Overcome: Always make sure, if important, that written evidence of the message exists to avoid confusion later
7. Emotional state: stress/anger/conflict/lack of confidence/prejudice/doesn't get on with the person/ not listening/ can affect how messages are sent, received or interpreted
Overcome: stay calm and respectful, practice active listening, manage your own emotions, try create a supportive environment where people can express themselves
8. Cultural differences: people have different values, beliefs, body language/ways of expression, which can lead to misunderstandings
Overcome: be respectful, open minded, learn about other cultures, avoid assumption and stereotypes / ask for clarification if unsure.

**(d) Outline the benefits of teamwork to an individual team member. 8 marks
4@2m (1+1)**

1. Work is shared / job gets done quicker / better quality work / reduced stress levels
2. They will be more likely to be part of a successful event because they will work with people who have a variety of skills
3. The team member will be exposed to a variety of ideas / will find it easier to solve problems quicker / better decisions made
4. The student will be happier and will work better when they are working with people who have a common interest / makes new friendships
5. In case of absenteeism of another team member it is easier to take over as you have been working closely together
6. No one person has too much responsibility / is under too much pressure / everyone takes ownership of the parts of the task they are responsible for
7. Skills learned: Learning / new skill development / adopt best practice from peers. Individuals learn from each other's knowledge and experience
8. They will have increased confidence. Contributing to the success of the task can improve a person's self-confidence. Positive feedback may encourage the team member to contribute more to the task to help them improve.

Q.3

25 marks

Visitors to the classroom are a valuable way of learning about local businesses/community organisations.

(a) Describe two ways your class would decide on which business/organisation to invite in.

4 marks

2@2m (0/2)

1. Class discussion
2. Take a vote
3. Brainstorming activity
4. Different groups research various business in the area. Each group makes a class presentation about different businesses. Class can decide on business to invite in
5. School or family member has links with a business/organisation
6. Look at companies they are interested in/area of the course being studied
7. Career Opportunities/help them to decide on a career they want to pursue
8. Class teacher/past/current LCVP students may have advice on the best business to invite in / businesses willing to talk part
9. Survey/questionnaire on Google/Teams
10. Etc.

(b) Explain what is meant by an 'inclusive workplace'.

4 marks

4@1m

An inclusive workplace is one whereby people of all identities and backgrounds can be themselves and contribute while feeling valued and included. It's about creating a culture where everyone feels welcomed, has access to opportunities and is supported to thrive.

Mix of people (1m) + 3 expansions (3@1m)

or

Not discriminated (1m) + 3 expansions (3@1m)

treated equally due to age/gender/sexuality/family status/marital status/race/beliefs/disabilities etc

Everyone is equal/respected

Differences are acknowledged

Empowered to contribute their best work

- (c) Describe three ways participation in the organisation and running of this activity would benefit you in preparing for your Leaving Certificate. 9 marks**
3@3m (1 + 1+1)

1. To learn about the business and its benefit to the local area.
2. It gives the students an opportunity to improve their communication skills.
3. It gives the class an opportunity to put teamwork into practice/planning/setting goals/managing time /questions/review/evaluation
4. It can be used to prepare a portfolio item e.g. Summary Report.
5. They can find out about employment / career opportunities in the local area.
6. May develop links with the local business and get an opportunity to do work experience as a result of the visit.
7. To learn about the world of work / health and safety.
8. To improve/develop their personal skills e.g. planning, organisation, interpersonal etc./problem solving
9. Increased confidence/independence/take ownership/feel capable and proactive
10. Adaption to new environment/type of learning/cope with challenges
11. May give you some knowledge that can apply to some Leaving Certificate exams e.g. Business, Link Modules etc.

- (d) Discuss how tariffs imposed by other countries affect businesses in Ireland. 8 marks**
4@2m (1+1)

1. Increased costs as tariffs act as a tax on goods entering other country / costs of raw materials become higher / making Irish products more expensive abroad. This can reduce demand as customers switch to cheaper local/alternative products /may shut down
2. Reduced sales/output/reduced profits. Companies must decide whether to absorb the higher costs or pass the higher costs onto the customer / risk of reducing sales
3. Increased competition from countries that do not have tariffs imposed on them. When tariffs are applied Irish goods are less competitive to local producers. Businesses may struggle to maintain a market share in key export markets.
4. The company may have to reduce its workforce. Many Irish businesses depend on exports/ tariffs lead to reduced output / slower economic growth / fewer jobs being created / reduced work hours / possible job losses
5. The company may have to seek out new markets
6. It may affect only certain industries, leaving certain sectors more vulnerable
7. Uncertainty around trade tariffs / delays future investment decisions / job creation
8. Irish companies are part of a global supply chain. Tariffs disrupt these chains / increasing costs and delays. Businesses may need to find new suppliers
9. Businesses could produce the product themselves instead, which alleviates the costs of tariffs

Q.4 Work experience/shadowing is a great learning experience.

- (a) **State two personal goals you may have had in relation to your work experience/shadowing.** **4 marks**
2@2m (0/2)

1. To decide if this job/career is for me.
2. To experience the world of work/time keeping/longer day.
3. To learn a new skill/teamwork/communication.
4. To be more confident when interacting with adults.
5. To improve my CV by having work experience or a referee.
6. To be able to write up my Diary of Work Experience for my portfolio.
7. To gain a contact for future employment/summer work/part-time job.
8. Etc.

- (b) **Interpersonal skills are very important in the workplace. Describe two different situations where interpersonal skills could be demonstrated during work placement.** **4 marks**
2@2m (1+1)

1. Dealing with customers/clients, answering queries/professionalism
2. Asking others for help with a task/interacting with other staff/teamwork/collaboration
3. Interviewing a supervisor/owner about the type of work/preparing my career investigation
4. Dealing with a difficult task/stressful situation/problem solving
5. Feedback/review
6. Active listening / participating in meetings / note taking / eye contact / clarifying duties
7. Etc.

- (c) **Write the email you could have sent when seeking your work experience/shadowing placement.** **8 marks**

Summary of marks:

To: email address	1m
Subject line	1m
Salutation	1m
Introduction	1m
Reason for email	1m
Dates	1m
CV attached	1m
Closing	1m
Total	8m

- (d) **Outline the areas you would address as part of the evaluation of your work experience/shadowing diary.** **9 mark**
3@3m (1+1+1)

1. Evaluation of key accomplishments/results/skills learnt/information gained
2. Career aspiration/future studies - Do they still want/does not want to pursue the career and why. How are they going to achieve the career/career plan/course?
3. How what is learnt can be applied at - home?
4. How what is learnt can be applied at - school?
5. How what is learnt can be applied in the - community?

Q.5

Career Investigation.

- (a) (i) **What job would you like to do when you leave school?** **4 marks**
(0/2m)
Any career mentioned
- (ii) **What qualification would help you to achieve this career?** **(0/2m)**
One valid qualification/training
- (b) **What are the benefits of carrying out a career investigation?** **4 marks**
2@2m (1+1)
1. Get information on the work involved/duties of the career
 2. Find out the skills/qualities necessary for the career/ identify personal skills gaps
 3. Find entry routes/qualifications needed/ into the career/pathways/ do you have the necessary subjects/levels
 4. Find out if you are suitable/if you would still like to pursue this career/academic motivation
 5. You may get to carry out work experience/interview someone in the career
 6. Evaluate the career: You can find out the pros/cons of the career, so you can make an informed decision
 7. Evaluate undertaking the career investigation: You get to develop skills/research/interview/report writing etc.
 8. Can be used to create an item for their portfolio.

- (c) Explain an out of school activity you engaged in to investigate this career.
Give two pieces of information that you learned from this activity. 9 marks**
- 1m – name the experience
1m + 1m – Explain the experience
2 pieces of information = 6 marks – 2@3m(1+1+1)**

1. Work experience/job
2. Work shadowing
3. Relevant taster course
4. Careers exhibition
5. Interview a person in your chosen career
6. College open days
7. Volunteering/internships.

- (d) Explain two types of training in the workplace and how each can benefit an employee. 8 marks**
- Type of Training 2@2m (1+1)
2 Benefits 2@1m**

1. On the job / hands on training / coaching / mentoring / job shadowing. Training is carried out while the employee is doing the job
Benefit: learns a practical skill in a real work environment, hands on experience, can ask questions, get feedback, builds confidence in performing the task
2. Off the Job / daily work environment / workshops. Training takes place away from the workplace, eg classroom, college or training centre.
Benefit: can focus fully with out work place distractions, learn new theories / ideas, improve qualifications and knowledge, opportunity to interact with others from different workplaces
3. Induction/orientation. Training given to a new employee. It introduces them to the company, its policies, procedures and their role.
Benefits: helped them to settle in, reduces anxiety and confusion, gives a clear understanding of job responsibilities, improves confidence
4. E- Learning / online training / digital training modules. Training delivered through online courses or digital platforms.
Benefit: Flexible, can learn at their own pace, accessible from anywhere, can revisit material, saves time and travel costs
5. Health and safety training: trains the employee to work safely and follow regulations to prevent accidents or injuries.
Benefit: keeps them safe at work, reduces accidents, build awareness of hazards, builds confidence in handling emergencies
6. Skills training/staff development training: training to improve a specific skill/ability eg. Food safety, IT skills, communication or technical skills.
Benefit: improved job performance, increased efficiency and productivity, keeping up with changes in technology, enhanced career opportunities, builds leadership/management skill, increased motivation / job satisfaction, opens up promotion opportunities, enhances your CV, greater remuneration.

Q.6 *A Corporate Social Responsibility policy can have a positive or negative effect on stakeholders.*

(a) Explain the term Corporate Social Responsibility (CSR). **4 marks**
2@2m (0/2)

1. It means that companies try to do good things for people and the planet
2. They think about how their actions affect their employees, customers and the environment
3. It is not about making money but also about being responsible and making a positive impact on society/communities
4. This includes things like being environmentally friendly, helping others, and being fair in how they do business.

(b) When developing a CSR policy, suggest four items a company can include to support the environment. **4 marks**

4 @1 mark

1. Consider using solar panels to supply your own energy
2. Go paperless
3. Reduce packaging on your products
4. Recycle waste
5. Reuse where raw materials/end products where possible
6. Allow remote working to reduce emissions from commuting/provide charging stations for employees
7. Source raw materials as locally as possible
8. Use electric vehicles
9. Source produce only from eco-friendly suppliers
10. Conserve water usage
11. Train employees on green initiatives
12. Get involved in community initiatives that support the environment – beach clean ups
13. Conduct a carbon footprint assessment and set net zero targets – carbon measure it
14. Adopt sustainable purchasing/supply chain- source responsibly
15. Foster environmental awareness and employee engagement- train and engage employees
16. Bike to work scheme
17. Etc.

(c) Discuss the benefits that businesses bring to their local area. **8 marks**
4 @2m (1+1)

1. Employment given in the area
2. Employees have money to spend, other businesses will do well / raise the standard of living in the area
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 / reputation of the area improved
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, work shadowing, visits in, visits out, mentors for school projects
8. Provides a service/product that was not available previously.

(d) Explain the value of CSR to a business.

9 marks

3@3m (1+1+1)

1. Attract staff / staff retention / prefer to work for purpose driven/responsible companies. CSR activities e.g. volunteering improves staff morale and teamwork, higher job satisfaction/productivity
2. Attracts new customers / trust / fuels creativity and innovation / consistent support of community initiatives
3. Improved supplier relationships / suppliers will be loyal as the business has good practices
4. Support from the community as the business is environmentally aware / competitive edge from its competitors
5. May increase the profit of a business / cost savings / reduced costs. Environmental actions like saving energy and lowering waste can lower expenses / improves efficiency and profitability
6. Good/enhanced reputation / brand image / good advertisement / builds positive brand image / customer loyalty
7. helps businesses follow laws related to environmental and ethical practices / risks of fines / legal issues / bad publicity
8. May attract investors to the business / investor more likely to invest in businesses that manage risks and act ethically / improves access to funding and growth opportunities.

Q.7 Your Link Modules class has been involved in carrying out an enterprise activity.

- (a) List four methods of idea generation for a class enterprise activity. 4 marks
4@1m**

1. Brainstorming / suggestion box / mind map / class discussion / placemats
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 competitor's ideas/ideas from abroad
6. Finding solutions to problems
7. Do market research/survey/questionnaire
8. Copy idea from a previous business
9. Etc.

- (b) (i) Explain what is meant by the term 'market research'. 2 marks
2@1m**

Market research involves gathering and analysing information about the market for a particular product or service/this allows you make decisions about how to proceed in business.

- (ii) Why is market research necessary for this activity? 4 marks
2@2m (1+1)**

1. Can help you find out if there is a demand for your product- find out what product students/year group are interested in, so you can plan the product around them
2. Can help decide on the price to charge – you get an idea of what price students will pay
3. Can help you find out what your competitors are doing – what's in the shops
4. Can help you adapt your product to a product customer want/look at trends
5. Can lead to better decision making in the business- make sure money is not wasted, produce the correct quantities
6. Can help minimise risk and the risk of failure- potential problems are identified e.g. quality of the product, need for raw materials/start-up capital.

- (c) Outline three ways your participation in this enterprise activity will benefit you in future employment.**

6 marks

3@2m (1+1)

1. Personal skills: learned or developed; teamwork skills learned / planning skills developed / problem solving / flexibility / adaptability / leadership / decisive / learn tolerance of others views
2. Personal qualities: good listener/communicator/initiative/hardworking
3. Knowledge of different aspects of running an activity, finance, advertising etc
4. Awareness of broader issues / commitment to a team and its success
5. Gain networking contacts which may be useful in the future
6. Etc.

- (d) Explain the methods you would use to review your personal and group performance when evaluating an activity.**

9 marks

3@3m (1+1+1)

1 Group

1 Personal

1 Other (Group/Personal)

1. Analyse the success of the activity/what was achieved/targets/aims/goals met/how successful was the activity/profits made
2. Group discussion/everyone gets an opportunity to speak / use the feedback to evaluate the group performance
3. Ask teacher/other adults who may have been involved in the activity for their opinion/were class members organised and completing tasks on time / teacher gives feedback on the group performance
4. Compare your performance with other teams. Evaluate the differences and similarities between the actions of your group and another group(s)
5. Create a questionnaire/survey/anonymous so people will give honest responses. Use this feedback to analyse the group performance
6. Review of how the team worked / disagreements / how were they settled
7. Teams can review how each member has developed / new skills learnt / quality of what was learnt / use SWOT or SCOT / peer evaluation
8. Self-evaluation so students gain greater insight / reflect on what was learnt / set future goals for improvement / consider what their strengths and weaknesses are/critiquing their own work with in the team
9. Review of portfolio item – have enough information to write up an Enterprise Report/Action Plan/Summary Report.

