

# LCA Student Task

## Marking Criteria for Vocational Preparation Task

The Student Task under this heading must be based in the Vocational Preparation element of the LCA programme. Three sets of marking criteria are available to examiners for assessment, as appropriate to the task presented (Enterprise Task, Career Investigation Task, Production of a product such as a newsletter, brochure, magazine, guide booklet etc.)

The most popular task in Vocational Preparation is the enterprise task (Enterprise 1 or Enterprise 2), followed by the Career Investigation task.

**Enterprise 1:** This task involves the setting up of a mini-company with a profit motive, and the focus of assessment is on the **entrepreneurial process** the students engage in.

**Enterprise 2:** This task involves the provision of a service/staging of an event and again the focus of assessment is on the **entrepreneurial process** the students engage in. While it may be a not-for-profit event, finance must be researched and planned for.

In relation to the Enterprise 1&2 it is the entrepreneurial process (e.g. Research & Planning; Carrying out of Task; Presentation and Analysis of findings etc.) that the student engages in that is assessed. For that reason a maximum of 20 marks is assigned to Research & Planning and to Carrying out of Task, while a max of 10 marks applies to the other criteria. In general enterprise tasks are group tasks. Each student must demonstrate an understanding of the entire task and his/her clearly defined role within this task. Careful delineation of roles is essential for group tasks to ensure meaningful involvement by candidates.

**Career Investigation:** The purpose of the Career Investigation is to introduce the skills of career research and planning. It requires the student to undertake primary research/secondary research and to gather information (facts, requirements in terms of qualifications, skills etc.) related to the career being investigated. The process and experience of undertaking the career investigation should be recorded in the Student Task report for assessment.

## STUDENT TASK:

### Enterprise 1 & 2

Enterprise 1 (Mini Company) Enterprise 2 (Not for profit event)

### Marking Criteria for written Report

<b>Clarity of Purpose:</b>	Statement of aims - clear, specific and relevant. The individual aim must refer to a specific candidate role e.g. finance manager; sales manager; member of sales team; health and safety officer etc. The specific duties of that role must be stated. <b>(Group Aim-5 marks + Individual Aim-5 marks)</b>	<b>10</b>
<b>Research &amp; Planning:</b> (Where and how the information is accessed/When and how it is to be carried out/Finance)	Evidence of background research (primary/desk), identifying target group, skill assessment, (own and group if applicable), resource assessment, market research, alternatives considered, information gathering techniques used, (letters, questionnaires (blank) etc.), business plan <b>or</b> action plan (time plan) with financial projections (Enterprise 1 and 2) e.g. sources of finance (shares, loans etc), costs (equipment, materials, rent, advertising etc.), pricing, profit. The following 3 elements must be present for full marks. <b>(Market Research - Business Plan or Action Plan - Finance/financial projections 7marks+7marks+6 marks)</b>	<b>20</b>
<b>Carrying out of Task:</b> (Description of all activities undertaken with evidence to support)	Description of activity( <b>should include the steps involved in running the enterprise/event</b> ), description of own/group/outside agency involvement/role, resources used (people, equipment, finance etc.), problems encountered if any, adaptation of plans if required, quality control measures, implementation of Health and Safety practices, evidence of involvement in the task (photographs, video extracts, completed questionnaires, responses to letters sent etc.) <b>(Group Activities and Individual Activities 10+10 marks)</b>	<b>20</b>
<b>Presentation and analysis of findings:</b> (Summary of findings about enterprise/Were all aims achieved and outcomes explained)	Methods used to measure outcomes /success (statistics presented), analysis and evaluation of the enterprise process, leading to own conclusions which must relate back to original aims, strengths/weaknesses/suggestions for improvement to the task	<b>10</b>
<b>Creativity/Originality/Innovation:</b>	Originality/innovation demonstrated in the selection and organisation of the task, evidence of primary research, candidates <b>own</b> work, evidence of original input, selective use of transcription, graphics etc., sources credited.	<b>10</b>
<b>Self Evaluation:</b>	Evaluation of own role, knowledge of self, attitudes developed, difficulties encountered and lessons learned about self for the future. <b>(2 distinct points learned and explained about personal development having completed the task)</b>	<b>10</b>
<b>Evidence of Cross-Curricular Applications and Integration:</b>	Extent, quality and relevance of cross-curricular applications, coherence of integration. (VPG / English and Communication / one other e.g. IT, Art etc.) <b>(4marks+3marks+3marks-quality and relevance assessed)</b>	<b>10</b>
<b>Effectiveness of Communication and Presentation</b>	Written: format, layout, neatness, legibility, clarity/organisation, use, appropriateness and quality of illustrative material, table of contents etc. AND Oral: command of material, ability to convey ideas – clarity, fluency and coherence etc. <b>(Maximum of 8 marks awarded prior to interview)</b>	<b>10</b>

## STUDENT TASK:

### Career Investigation

#### Marking Criteria

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<b>Clarity of Purpose:</b>	Statement of aims- clear, relevant and justified <b>(Name career and outline what the candidate wishes to learn about the career)</b>	<b>10</b>
<b>Research &amp; Planning:</b> (Where and how the information is accessed/When and how it is to be carried out)	Evidence of research (primary /desk) to get background information relating to the career being investigated, information gathering techniques (letters, interview questions, questionnaires (blank), course requirements etc.), sources of information credited, action plan setting time scales, sequencing, checklists of resources etc.  (Elements of both Research <b>and</b> Planning are required)	<b>20</b>
<b>Carrying out of Investigation:</b> (Description of all activities undertaken with evidence to support)	Description of methodology used - techniques and procedures employed including copies of completed questionnaires, photos, interviews, visit to career fair etc. identification of qualifications and training needed, different pathways to the career, if applicable, use and organisation of information, accuracy and relevance of information etc.	<b>20</b>
<b>Presentation and analysis of findings:</b> (Summary of findings about career/Were all aims achieved and outcomes explained)	Interpretation, analysis and evaluation of findings/ outcomes of the career investigation leading to <u>own</u> conclusions with reference to the stated aims, knowledge and understanding of career requirements, duties, skills, qualities required (what you have learned about the career from your research). <b>(Must refer own conclusions back to the original aims)</b>	<b>10</b>
<b>Creativity/Originality:</b>	Candidates own work, written in own words, evidence of original input by way of primary research, selective use of transcription/published material/graphics etc. (sources must be credited) aesthetic considerations - layout use of illustrations, presentation, etc.	<b>10</b>
<b>Self Evaluation:</b>	Knowledge of self - attitudes developed, lessons learned about self for the future having completed the career investigation etc. <b>(2 distinct points learned and explained about personal development having completed the task)</b>	<b>10</b>
<b>Evidence of Cross-Curricular Applications and Integration:</b>	Extent, quality and relevance of cross-curricular applications, coherence of Integration. (VPG / English and Communication / one other e.g. IT, Art etc.) <b>(4marks+3marks+3marks-quality and relevance assessed)</b>	<b>10</b>
<b>Effectiveness of Communication and Presentation:</b>	Written: format, layout, neatness, legibility, clarity/organisation, use, appropriateness and quality of illustrative material, table of contents etc. AND Oral: command of material, ability to convey ideas – clarity, fluency and coherence etc.  <b>(Maximum of 8 marks awarded prior to interview)</b>	<b>10</b>

## STUDENT TASK: Product

(Newsletter/Brochure/Magazine)

### Marking Criteria

<b>Clarity of Purpose:</b>	Statement of aim/s - clear, relevant	<b>10</b>
<b>Research &amp; Planning:</b> (Where and how the information is accessed/When and how it is to be carried out)	Background research, information gathering techniques used, sources of information credited, skill assessment (own and group if applicable), resource assessment to include equipment, tools, designs, drawings etc. action plan with sequencing, financial costings etc.	<b>10</b>
<b>Carrying out of Task</b> (Description of all activities undertaken with evidence to support)	Application of skills, use of tools and materials, skills appropriate to the task, quality control measures, implementation of Health & Safety practices etc.	<b>20</b>
<b>Meeting the Brief/ Suitability for purpose:</b>	Evaluation of <b>product/production</b> with reference to stated aims, <b>quality</b> of product/production, - finish of product, visual quality etc. AND <b>Suitability of product for purpose</b> , choice of technique, materials used, equipment used etc. related to the purpose of the product etc. <b>(10 marks +10 marks)</b>	<b>20</b>
<b>Creativity/Originality/ Innovation:</b>	Candidates own work, selective use of commercial design (sources credited) evidence of original input by way of development/interpretation Aesthetic considerations - presentation, design, colour, visual appeal etc. Own design/composition, inventiveness, resourcefulness etc.	<b>10</b>
<b>Self Evaluation and Product Evaluation:</b>	Evaluation of <b>own role</b> , knowledge of self (attitudes developed), difficulties encountered and lessons learned about self for the future etc. AND Evaluation of <b>product/production</b> by candidate with proposals for modification of product, if applicable. <b>(Both self evaluation and product evaluation required)</b> <b>(5 marks + 5 marks)</b>	<b>10</b>
<b>Evidence of Cross- Curricular Applications and Integration:</b>	Extent, quality and relevance of cross-curricular applications, coherence of integration (VPG / English and Communication / one other – e.g. IT, Art etc.) <b>(4marks+3marks+3marks-quality and relevance assessed)</b>	<b>10</b>
<b>Effectiveness of Communication and Presentation</b>	Written: format, layout, neatness, legibility, clarity/organisation, use, appropriateness and quality of illustrative material, table of contents etc. AND Oral: command of material, ability to convey ideas – clarity, fluency and coherence etc.  <b>(Maximum of 8 marks awarded prior to interview)</b>	<b>10</b>