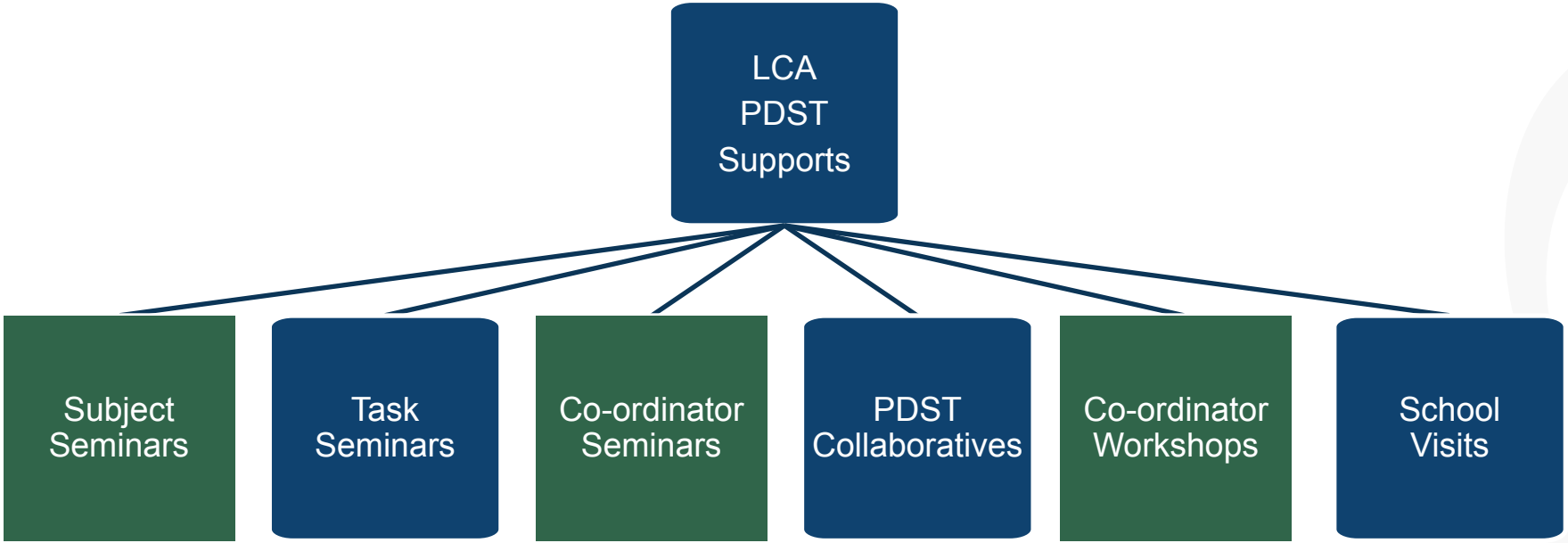
PDST
Professiona Deve opment Service for Teachers | An tSeirbhís um Fhorbairt Ghairmiúi do Mhúinteoirí

An Roinn Oideachais
Department of Education

Teachers New to Leaving Certificate Applied Task Day

Contemporary Issues Task

LCA Supports Provided by PDST



@PDST_LCA

Email: lca@pdst.ie

LCA Administration Base

Clare Education Centre,

Government Buildings,

Kilrush Road,

Ennis, Co. Clare.

Phone: 065-6845504

E-mail: lca@pdst.ie

Website: www.pdst.ie/lca

Twitter: @PDST_LCA

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Recent Publication

Assessment Arrangements for Junior and Leaving Certificate Examinations 2022

Leaving Certificate Applied 2021-22

An Roinn Oideachais
Department of Education

This is a summary advice note for school management and teachers of LCA 2021/22. It sets out the key curriculum and assessment arrangements for LCA Year 1 and Year 2 students for the academic year 2021/22. Further detail is provided in the guidance *Leaving Certificate Applied (LCA): Updated Advice for management and teachers of LCA 2021/2022 in Second-Level Schools and Centres for Education.*

Arrangements for the satisfactory completion of Modules

LCA Year 2 for the academic year 2021/22

- Students should complete a **minimum of two Key Assignments** to achieve the credits available for each module and maintain a minimum of 90% attendance.

LCA Year 1 for the academic year 2021/22

- Students should complete **all four Key Assignments** and a minimum of 90% attendance should be maintained.

For both Year 1 and Year 2 LCA Students

- The learning outcomes for each module should be completed and, where relevant, in line with public health advice.
- If a student cannot attend the school due to a valid Covid-19 related restriction, the school should be flexible in its approach to monitoring and recording attendance.
- In the event of a localised closure where learning is progressed remotely, schools should ensure that an appropriate system is in place to track students' engagement.
- Credits for the satisfactory completion of modules are submitted to the SEC through the LCA portal, following normal arrangements.

Arrangements for the completion of Tasks

LCA Year 2 for the academic year 2021/22

- Session 3: Students should complete the Practical Achievement Task **AND** *either* the Vocational Education Task *or* the Contemporary Issues Task. This means that LCA Year 2 students have one less task to complete.
- Session 4: As normal, students should complete the Personal Reflection (Part Two).

LCA Year1 for the academic year 2021/22

- There is no change to the schedule for the completion of Student Tasks for LCA Year 1 students

For both Year 1 and Year 2 LCA Students

- Student Tasks should be planned and considered in line with up-to-date public health advice.
- Arrangements for the examination of the tasks, to include interviews, will be based on the most up- to-date public health advice at the time.

Curriculum framework

Vocational Education	Mathematical Applications (Exam = 10 credits)	1	1	1 Leisure	1 Wk/Life
	Vocational Specialisms Choose 2 from11 options (Exams = 12 credits each)	1 1	1 1	1 1	1 1
	Information Technology	→	2	→	2
			VOC ED TASK	VOC ED TASK	
General Education	Arts Education (Drama, Dance, Visual Arts, Music)	→	2	→	2
	Social Education (Exam = 10 credits)	1 My/Com →	1 Ctp/Iss1 1 Soc/Health	1 Ctp/Iss 2	1 Tk/Charge 1 Soc/Health
	Languages (2 exams = 6 credits each)	1	1	1	1
	Leisure & Recreation (including P.E.)	→	2	→	2

PERSONAL RELECTION TAASK PART 1

Rationale for LCA Tasks

1. Prepares learners for the demanding transition to adult and **working life**.
2. Recognises **talents of all learners.**
3. **Responsive** to aptitudes, abilities, needs and interests.
4. Provides opportunity to develop in terms of responsibility, **self-esteem** and self-knowledge.
5. Develops **communication** and **decision making** skills.
6. Helps learners achieve a more **independent** and enterprising approach to learning and to life.

SEC
Calendar of Events & Co-ordinator Folder will be sent to schools in the Autumn

YEAR ONE		YEAR TWO	
Session 1	Session 2	Session 3	Session 4
Sept – Jan	Feb - June	Sept - Jan	Feb - June

Summary of Tasks

Task	Credit	%	Completed in session	Assessed
1. **General Education** *Originating in Arts Education, Leisure & Recreation, Language or Social Education*	10	5	1	Jan/Yr 1
2. Vocational Preparation *Originating in either Vocational Preparation & Guidance or English & Communication*	10	5	2	May/Yr 1
3. Vocational Education - 1st specialism *Originating in one Vocational Specialism*	10	5	2	May/Yr 1
4. Vocational Education - 2nd specialism *Originating in the second Vocational Specialism*	10	5	3	Jan/Yr 2
5. Contemporary Issues *Anchored in Social Education*	10	5	3	Jan/Yr 2
6. Practical Achievement *Generally out of school/centre*	10	5	3	Jan/Yr 2
7. Personal Reflection *Statement 1 from year one will be stored and returned to SEC when statement two is complete*	10	5	on-going	May/Yr 2

LCA Modes of Assessment

Satisfactory completion of modules + 90% attendance •Evidence of completion of **4 key assignments** for each module •One credit per course module in which there is a final exam •Two credits per course module in which there is NO final exam	62 credits	31%
7 Student tasks @ 10 credits each	70 credits	35%
Final examinations	68 credits	34%
Total	200 credits	100%

Vocational Preparation	*Vocational Education (x2)*	*General Education*
Contemporary Issue	*Personal Reflection*	*Practical Achievement*

English & Communication	Vocational Specialisms (x2)	Languages (x2)	Social Education	Mathematical Applications
12 credits	12 credits each	6 credits each	10 credits	10 credits

LCA Certification

Certificate awarded at 3 levels		
Pass	120 - 139 credits	60-69%
Merit	140 - 169 credits	70-84%
Distinction	170 - 200 credits	85-100%

Students who acquire less than 120 credits or who leave the programme early will receive a **“Record of Experience”.**

Students Task

Definition

A practical activity by which learning is applied to…

Types of Tasks for general education, vocational education & vocational preparation

- **Development** of a product/artefact
- **Investigation** of an issue/topic
- **Staging** of an event
- A **performance** group or individual
- **Provision** of a service

Purpose

Vehicle for **curriculum integration** of as many courses as possible

Task Criteria

Substantial piece of work

10 hours activity per student excluding the report

- Individual task or group task

- Individual report on each task
- Relevant
- Achievable within the time frame

Assessment Criteria for Task Report

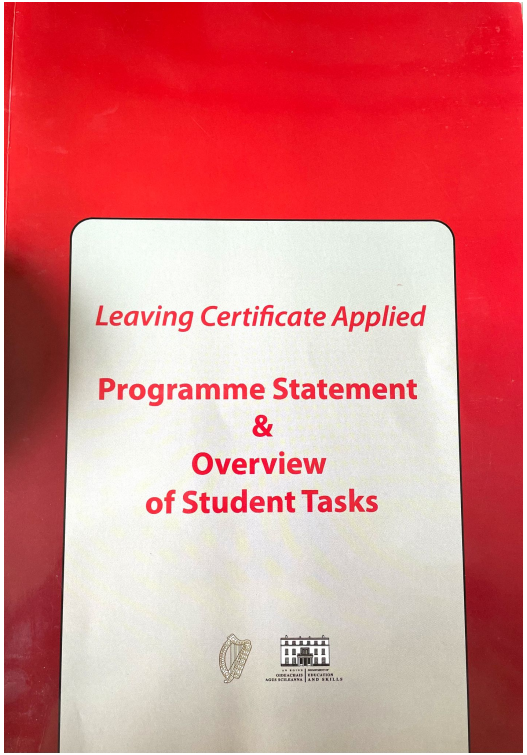
1. Title
2. Statement of Aim
3. Action Plan
4. Research Activities Undertaken (i.e. what methods)
5. Execution of the Task
6. Presentation and Analysis of Findings
7. Statement of Learning Outcomes (conclusions)
8. Evaluation of the Student’s own contribution
9. Integration across the Curriculum

Assessment of Tasks

Requirements

- Evidence of task **completion**
- Individual task **report**
- Individual presentation of task at **interview** with external examiner appointed by the SEC

NB – ALL teachers play a role in preparing students for their interview through effective and differentiated oral questioning in class throughout the entire year.



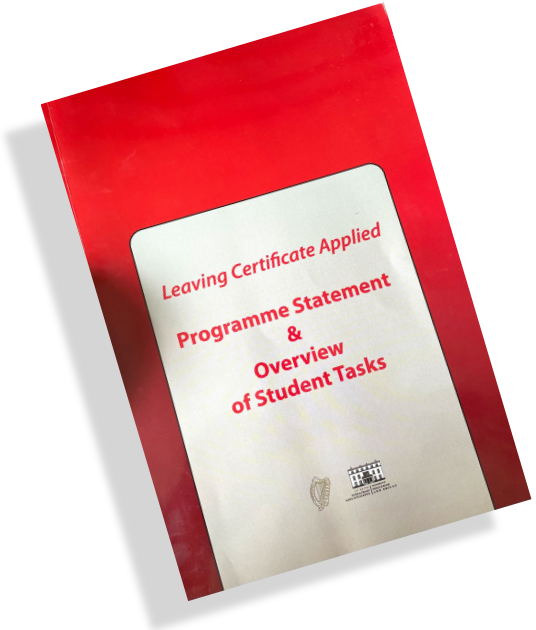
Programme Statement pg 7

Outline of Student Tasks - Part 1
Frequently Asked Questions pg 23

Outline of Student Tasks - Part 2 Task
Specifications pg 33

Outline of Student Tasks - Part 3 The Five
Stages of the Student Task Process pg 61

Programme Statement Feedback



In the chat box
please post one of your
key takeaways
from your reading.

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Break

Student-Centred Learning

Lea, Stephenson and Troy (2003:244) suggest that student-centred learning is recognised by the following characteristics:

An increased sense of autonomy in the learner

An emphasis on the learner and teacher relationship

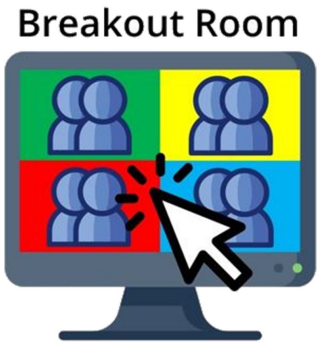
An increased sense of ownership of the learning process on the part of both teacher and learner.

An increased sense of responsibility and accountability

An increased sense of autonomy in the learner

Student-centred Learning

What are the characteristics of student-centred learning in your LCA classroom?



Key documents and resources

PDST
Professional Development Service for Teachers | An tSeirbhís um Fhorbairt Ghairmiúil do Mhúinteoirí

LCA Programme statement and Outline of Student Tasks

LCA Chief Examiners Report 2014

LCA Module Descriptors

State Exams Commission

Department of Education

LCA Handbook

PDST and LCA

PDST Active Learning Toolkit

Scoilnet

Photo by Basil James on Unsplash

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Leaving Certificate Applied
Ardteistimeireacht Fhoirfhinneach

Contemporary Issues Task

The Task

This is marked under 2 criteria:

1. The task folder
2. The Interview

Choosing an Issue

Contemporary issues: These are issues or topics that effect people locally, nationally and globally every day.

Sometimes the effect is large and other times it small but every day people have to deal with these issues.

Choosing an issue

Student will have completed a full module on contemporary issues at in session 2 last year.

Begin by going back over the topics that were included last year

Go to the news of the day and see what is making the headlines

Choosing an issue

Find out what they are interested in (e.g. Farming-issue can be farm safety)

What are they doing for work experience? Issue can be linked to this-(e.g. mechanics- issue can be road safety, work safety, importance of nct)

Break out Rooms

Choose 3 areas of work experience
Link each with an issue that can be used in this task
What outside agency might be contacted?
10 minutes

The TAsk

Marks fall into these 8 categories: (This list can be contents page)

- Clarity of purpose(aims)
- Research and planning
- Carrying out investigation
- Carrying out action
- Summary and analysis of findings
- Self evaluation
- Creativity/originality
- Effectiveness of communication and presentation

Clarity of purpose(Aims)

Aims and objectives must be clearly stated

Individual task one aim is enough
Group tasks must have a group aim plus an individual aim.

Research and planning

Planning-

- Must have mention of a plan.
- A diary or chart of individual jobs that need to be done to complete task.
- Must have scope (local, national, international) on at least 2 levels.
- Any printouts or photocopies must be highlighted, underlined, rewritten.

Research and planning

- Research-

- Evidence must be present of background research
- Examples: survey, interview, letter, email, newspaper, books, internet etc.

Carrying out of investigation

Students must give a clear description of how they carried out the research.

- The techniques of information-gathering appropriately and clearly described. Examples of this are: I went to the library, I created a questionnaire etc.
- Methods of research must be clear and well described.

Carrying out of investigation

- Integration of at least 2 subjects. (evident not under a heading)
- This is especially important in group task that individual work is credited.

Carrying out of Action

Evidence of the action in this section but also a clear description of the action

The purpose of the action is to raise awareness of the issue to others.

- Plan
- Target group
- Creation
- Delivery described (presented, put up poster, sent the letter etc.)
- Outcome
- Evidence present

Carrying out of Action

Examples

- I made a power point on issue. (describe how it was made and describe the day you presented it(photos) and copy of power point)
- I decided to write a letter to minister (describe how I wrote it and put in a copy/reply)

(relevance to research/investigation)

nb in group tasks this action section has to be individual and clearly so.

Actions

Posters
Poster competition
Model
Power point
Leaflet

Brochure
Create a game
App
Facebook page
Video/Webinar

Summary and analysis of findings

summary

Findings clearly stated-

- What did I find out?
- did I fulfill my aims?

this focuses on the content of the issue-
drugs, homelessness, farm safety etc.

Summary and analysis of findings

Analysis

Reflection-

- what I think about what i/we found out?
- my own feelings about issue/ opinion change? Why?
- draw a conclusion- I was surprised, I was shocked etc.

Charts and graphs can be useful (cross curricular)

Self evaluation

- This is where the student evaluates their own role/participation in the task

What I learned about myself not the issue

- Awareness of skill used/developed
- The word ‘because’ very important
- What the process was like for the student
- Make reference to the ***future*** regarding the issue and skills
- Survey of audience after presentation can really help here.
- Lessons learned about self

Creativity/originality

Here the task is marked based on evidence of individual original thought, resourcefulness And execution skills.

- ✔ How did they make it their own
- ✔ Individual imagination/originality
- ✔ Use of colour, clip art, model, poster
- ✔ Creativity in presentation(folder and action), authentic, unique
- ✔ Cover can be very creative/ contents page

Effectiveness of communication and presentation

This is in 2 parts: non-oral and oral

Non-oral=folder

- Task well-organised and structured
- Clearly laid out
- Quality of illustrative material (contents page)
- Use of art etc.

Effectiveness of communication and presentation

Oral=interview process

- 2-4 mins presentation to examiner before questions begin
  Can use q cards or task materials **<u>but</u>** Not folder
- eye contact
- Engagement with issue
- Command of material
- Confidence in delivery

Any questions????

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DANKE!
THANK YOU!
MERCI!
GRAZIE!
GRACIAS!
DANK JE WEL!

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