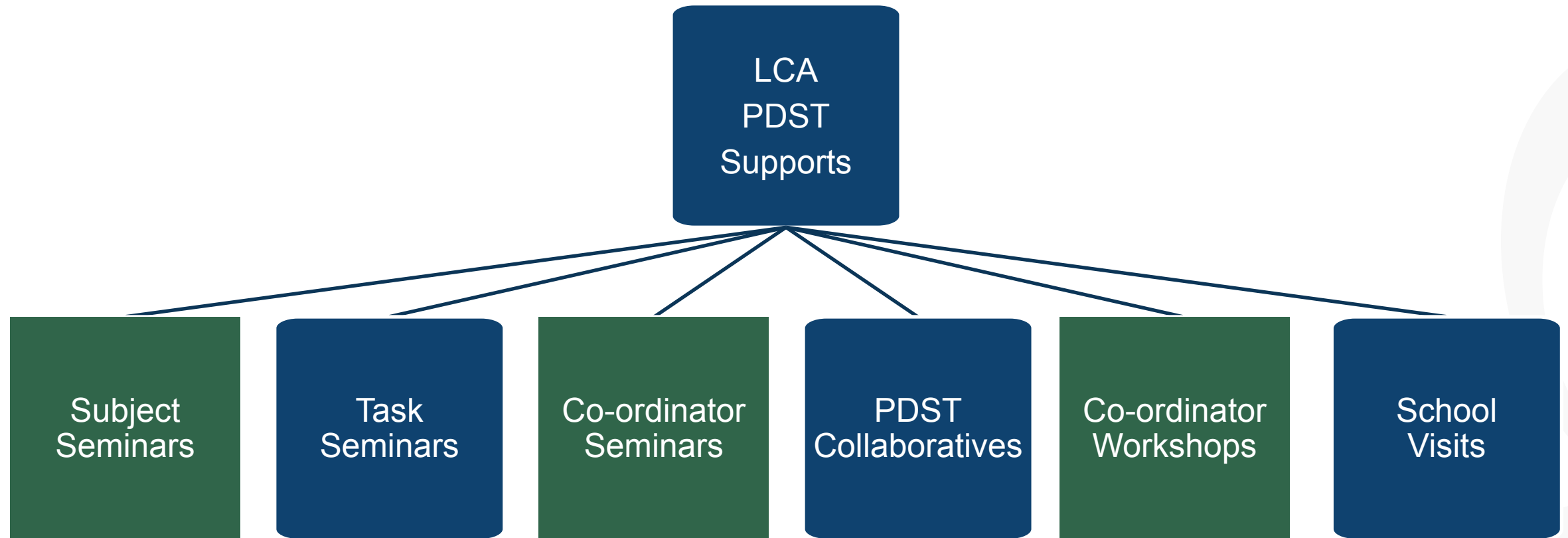




An Roinn Oideachais
Department of Education

Teachers New to
Leaving Certificate Applied
Task Day
Practical Achievement Task

LCA Supports Provided by PDST



LCA Administration Base

Clare Education Centre,

E-mail: lca@pdst.ie

Government Buildings,

Website: www.pdst.ie/lca

Kilrush Road,

Twitter: [@PDST_LCA](https://twitter.com/PDST_LCA)

Ennis, Co. Clare.

Phone: 065-6845504

T

Assessment Recent Publication for Junior and Leaving Certificate Examinations 2022

Leaving Certificate Applied 2021-22



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 Year 1 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

5

Vocational Education	Mathematical Applications (Exam = 10 credits)	1	1	PERSONAL RELECTION TASK PART 1	1 Leisure	1 Wk/Life
	Vocational Specialisms Choose 2 from 11 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 Ctp/Iss 2	1 Tk/Charge
		→	1 Soc/Health		1 Soc/Health	1 Soc/Health
	Languages (2 exams = 6 credits each)	1	1		1	1
Leisure & Recreation (including P.E.)	→	2	→		2	

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

LCA Modes of Assessment

<p>Satisfactory completion of modules + 90% attendance</p> <ul style="list-style-type: none"> 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 	<p>62 credits</p>	<p>31%</p>										
<p>7 Student tasks @ 10 credits each</p> <table border="1" data-bbox="147 689 1882 843"> <tr> <td><i>Vocational Preparation</i></td> <td><i>Vocational Education (x2)</i></td> <td><i>General Education</i></td> </tr> <tr> <td><i>Contemporary Issue</i></td> <td><i>Personal Reflection</i></td> <td><i>Practical Achievement</i></td> </tr> </table>	<i>Vocational Preparation</i>	<i>Vocational Education (x2)</i>	<i>General Education</i>	<i>Contemporary Issue</i>	<i>Personal Reflection</i>	<i>Practical Achievement</i>	<p>70 credits</p>	<p>35%</p>				
<i>Vocational Preparation</i>	<i>Vocational Education (x2)</i>	<i>General Education</i>										
<i>Contemporary Issue</i>	<i>Personal Reflection</i>	<i>Practical Achievement</i>										
<p>Final examinations</p> <table border="1" data-bbox="129 986 1900 1193"> <tr> <td>English & Communication</td> <td>Vocational Specialisms (x2)</td> <td>Languages (x2)</td> <td>Social Education</td> <td>Mathematical Applications</td> </tr> <tr> <td>12 credits</td> <td>12 credits each</td> <td>6 credits each</td> <td>10 credits</td> <td>10 credits</td> </tr> </table>	English & Communication	Vocational Specialisms (x2)	Languages (x2)	Social Education	Mathematical Applications	12 credits	12 credits each	6 credits each	10 credits	10 credits	<p>68 credits</p>	<p>34%</p>
English & Communication	Vocational Specialisms (x2)	Languages (x2)	Social Education	Mathematical Applications								
12 credits	12 credits each	6 credits each	10 credits	10 credits								
<p>Total</p>	<p>200 credits</p>	<p>100%</p>										

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

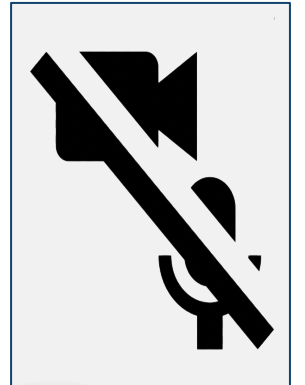
1. Title
2. Statement of Aim
3. Action Plan
4. Research Activities Undertaken (i.e. what methods)
5. Execution of the Task
6. Presentation and Analysis of Findings
7. Statement of Learning Outcomes (conclusions)
8. Evaluation of the Student's own contribution
9. Integration across the Curriculum

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.



Leaving Certificate Applied

**Programme Statement
&
Overview
of Student Tasks**



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



Break



Student-Centred Learning

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

Time, place and content are flexible and compressed learning

Autonomy has positive impact on learning and teacher relationships

Increased flexibility and responsibility that can be tailored to individual learning goals as part of both teacher and learner.

An increased sense of autonomy in the learner



Student-centred Learning

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

Breakout Room



Key documents and resources

[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](#)

A 3D rendering of a puzzle with one red piece standing out among many grey pieces. The red piece is in the center, and the text is overlaid on it.

The Practical Achievement Task

Year Two, Session 3

What is the Practical Achievement Task



The Practical Achievement Task is an individual task that is completed outside of school.



It is an opportunity to try a new skill.



Their work must be verified and the verifier must sign all sections of the task booklet.



To receive credit for the task, the candidate must produce externally verified authentic evidence of task completion, complete the booklet, and present for interview.

Practical Achievement Task

- Year 2 Session 3
- Examined first week of February (Interview)
- 10 credits
- Answered in Booklet provided. Remember no booklet = no marks and no interview.
- Examinations.ie for Marking Schemes
- Completed outside of school. Requires constant monitoring.
- The best marks are obtained by those students who do individual PA tasks.

Marking Scheme



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Corr na Madadh, Baile Átha Luain, Co. na hIarmhí
Cornamaddy, Athlone, Co. Westmeath



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1. Click the checkbox below.

I have read, understand and accept the [Terms and Conditions](#) of use of the examination material provided by the State Examinations Commission.

2. Make your choice from the options presented in the following drop down options.

Choose Type

Marking Schemes

Choose Year

2010

Choose Examination

Leaving Certificate Applied

Choose Subject

Practical Achievement Task

Please note that there have been recent changes to the syllabus in some subjects. In subjects where the syllabus has changed the papers for the years preceding the change are shown for reference purposes only, they are not based on the current syllabus. For a full list of the syllabus changes please [click here](#)

Download

Success Criteria

- The Practical Achievement task, to be successful, **must** contain the following:
 - Be an **action** oriented task. Courses are a great way to achieve this and the students have a lot to talk about.
 - Have a definite, clearly defined **goal** to aim for, e.g. 'I want to learn how to do five different up styles over the course of my 6 week course'.
 - Something **specific** must be achieved
 - Be sufficiently **challenging** for the student. Nothing that could be examined in other areas of the course should be considered here.
 - The challenge itself must last for **at least 6 weeks**

Type of Task

Suitable Tasks:

- ✓ Learn a language
- ✓ Coaching Course
- ✓ Make up/ Hair/ Nails Course
- ✓ Sign Language
- ✓ Restore a piece of Furniture
- ✓ Learn a musical instrument
- ✓ Learn a craft

Suitable Tasks:

- ✓ Dance Classes
- ✓ Fitness
- ✓ Baking/ Cookery Course
- ✓ Mindfulness Course
- ✓ Art Classes
- ✓ Computer Coding
- ✓ Photography

Type of Task

Unsuitable Tasks:

- ❑ Steer students away from **short courses**.
- ❑ Tasks where all the class attend say “A First Aid Course” will be marked down here as they **lack individuality**.
- ❑ A **previously made product**(in woodwork class etc.)
- ❑ Driver Theory Test
- ❑ Safe Pass

Verification

- Must be verified by an **independent person** not a relative.
- **The Verifier's qualifications** must be stated on **page 2** of the Practical Achievement Task Booklet. Marks will be lost if they don't do this.
- Ensure the student and the verifier **sign in all** the places provided and remember **to include dates**.

Breakout Room Activity

The Practical Achievement Task during COVID

- What type of task can my students undertake while also being mindful of COVID regulations?
- The role of the verifier in COVID times?



Task Booklet Success Criteria

Log entries should be **varied** and contain description of skills learned, progress made and how student feels about the task at each entry. **They must show progress!** Marks can be easily lost here so ensure the students talk about **all aspects** of their project.

Conclusions should refer to **aims** and student should explain conclusions using the word **'because'**

Have an **independent verifier**. The verifier must sign the tasks. Ensure the booklet is signed in **all sections** or marks could be lost.

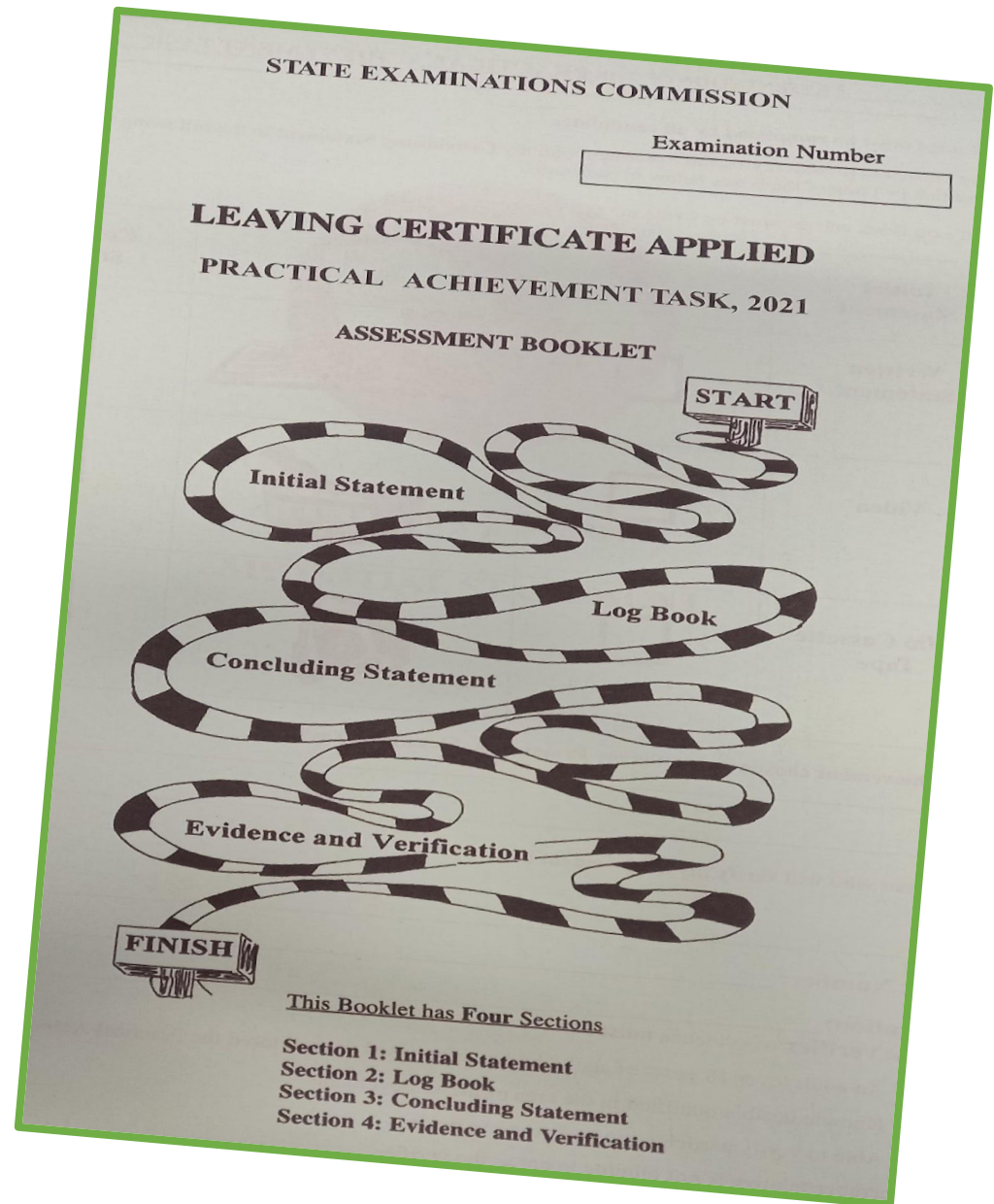
Have **2 separate sources of evidence**, described and verified by the verifier's signature. Pictures and another source. This can include a certificate or a receipt.

Lunch Break

Lunch break is from 1-2pm



Practical Achievement Task Booklet



Practical Achievement Task

LCA 36

STUDENT TASK

Marking Criteria




Selection Process:	Decision making process, identify 3 challenges, factors involved in selection and rejection i.e. interest/hobbies/existing skills, starting point.	10
Clarity of Purpose:	Realistic, attainable aims, clearly defined and developed	10
Research & Planning:	Starting date, background research, information gathering techniques used, sources of information credited, identify potential obstacles, skill assessment, resource assessment, equipment, drawings, pattern, costing, time plan, sequencing, checklists of resources, safety considerations, finishing date.	10
Carrying out of Task:	Record of progress/regular engagement/involvement & progression, application of skills, description of activity, resources used (people, equipment, finance, etc.), problems encountered if any, adaptation of plans if required, quality control measures, implementation of Health & Safety regulations; extent, quality & relevance of cross-curricular applications.	20
Meeting the Brief:	Critical appraisal of completed task with reference to aim(s)/ were goals achieved/modification to task (if any)/conclusions drawn	10
Self Evaluation:	Skills/attitudes developed, difficulties encountered and lessons learned about self for the future	10
Evidence of Achievement:	TWO specific sources of verified evidence indicating achievement, defined and clearly explained, series of photographs, certificates, videos/audios, participation records, samples of work, etc.	10
Individuality:	Inventiveness, innovation, resourcefulness, in selection/ organisation of the Task, candidates own work, evidence of original input, aesthetic considerations.	10
Effectiveness of Communication and Presentation:	(i) Written/Audio/Video: layout, neatness, legibility, clarity organisation, use, appropriateness and quality of materials presented. (ii) Oral: oral communication skills, ability to convey ideas – clarity, fluency and coherence, etc.	10

PAT Booklet Page 2

PRESENTATION OF THE PRACTICAL ACHIEVEMENT TASK

This page must be completed by all candidates
I have chosen to present my **Initial Statement** and my **Concluding Statement** in the following ways.
Please tick (✓) **one** of the boxes below in each case.

Note: Log Book entries **must** be written in this assessment booklet.

Initial Statement			Concluding Statement
Written Statement	<input type="checkbox"/>		<input type="checkbox"/>
Video	<input type="checkbox"/>		<input type="checkbox"/>
Audio Cassette Tape	<input type="checkbox"/>		<input type="checkbox"/>

The Achievement chosen by me for my Practical Achievement Task is: _____

The person who will verify my achievement is:
Name: _____
Contact Number: _____
Qualification: _____

NB. The **verifier** of evidence **must** be:

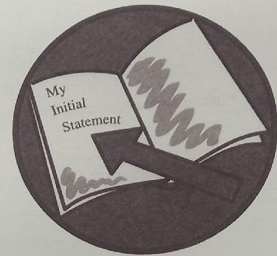
- An adult (over 18 years of age) who has supervised or monitored the Practical Achievement Task
- Knowledgeable/qualified in the area of the achievement
- Able to verify participation and progress made.

A family member/relative is **not** eligible to act as the verifier.

Page 2 of 29

- **All pages** of the report booklet should be attempted.
- In general if pages are left blank then the examiner will not ask the student any questions about that section and the **student will not get any marks** as a result.
- **Initial Statement** and **Concluding Statement** can be presented in the following ways: written, video or audio cassette. (Page 2)
- **Log book entries** must be written in the assessment booklet.

PAT BOOKLET Page 3; My Initial Statement (30 Marks)



SECTION 1 [30 marks]
MY INITIAL STATEMENT

Selection Process:	Decision making process, identify 3 challenges, factors involved in selection and rejection i.e. interest/hobbies/existing skills, starting point.	10
Clarity of Purpose:	Realistic, attainable aims, clearly defined and developed	10
Research & Planning:	Starting date, background research, information gathering techniques used, sources of information credited, identify potential obstacles, skill assessment, resource assessment, equipment, drawings, pattern, costing, time plan, sequencing, checklists of resources, safety considerations, finishing date.	10

Page 4 and 5; The Decision-Making Process

THE DECISION MAKING PROCESS

Three options/challenges for achievement were considered.

The challenges I considered but rejected -

Challenge 1. _____

Challenge 2. _____

Reason(s) why I considered Challenge 1 (interest, hobbies, needs, experience(s) within the Leaving Certificate Applied programme etc.) -

Reason(s) why I decided not to take up Challenge 1 -

Reason(s) why I considered Challenge 2 (interest, hobbies, needs, experience(s) within the Leaving Certificate Applied programme etc.) -

Page 4 of 29

Reason(s) why I decided not to take up Challenge 2 -

Challenge 3. The challenge agreed -

Reason(s) why I decided to take up this challenge (interest, hobbies, needs, experience(s) within the Leaving Certificate Applied programme etc.) -

My Starting Point in relation to the challenge chosen (What I already know, the skill(s) I already have) -

Page 5 of 29

- **Selection Process:**
(10 Marks)
- Three Challenges
- Different reasons for selection/rejection
- Starting point (What I already know, the skills I have)

Page 7 and 8 ; My Action Plan

MY ACTION PLAN FOR DOING AND COMPLETING MY PRACTICAL ACHIEVEMENT TASK

This should include the following: **Whom** I will need to contact (letter/phone/e-mail/internet research/Verifier), **what** I will need (e.g. money, equipment, information, time), **actions** to be taken, how they will be **organised** (when, where, how often), **whom** I will work with, **safety considerations**, measuring/checking progress, obstacles I will need to overcome, deadlines, starting and completion date must be recorded, etc.

Starting Date:

Lined writing area for the action plan.

Completion Date:

Signature of Candidate: _____ Date: _____

Teacher/Mentor: _____ Date: _____

PLANNER / CHECKLIST

What I plan to do each week to complete the challenge -

Tick / box when action completed

WEEKS	What I plan to do each week to complete the challenge -	Tick / box when action completed
WEEK 1		
WEEK 2		
WEEK 3		
WEEK 4		
WEEK 5		
WEEK 6		
WEEK 7		
WEEK 8		
WEEK 9		
WEEK 10		
WEEK 11		
WEEK 12		

Research and Planning 10 Marks

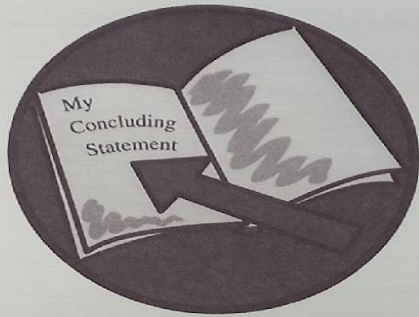
- Must include start and finish dates (2 marks)
- Must be 6 weeks apart
- Must include all relevant research on task using headings at the top of the page.

MY ACTION PLAN FOR DOING AND COMPLETING MY PRACTICAL ACHIEVEMENT TASK

This should include the following: **Whom** I will need to contact (letter/phone/e-mail/internet research/Verifier), **what** I will need (e.g. money, equipment, information, time), **actions** to be taken, how they will be **organised** (when, where, how often), **whom** I will work with, **safety considerations**, measuring/checking progress, obstacles I will need to overcome, deadlines, starting and completion date must be recorded, etc.

Section 3: Concluding Statement

Pages 17-20 (20 Marks)



SECTION 3 [20 marks]

MY CONCLUDING STATEMENT

In my concluding statement I will consider:

(1) Meeting the Brief – (10 marks)

AND

(2) Self - Evaluation (10 marks)

Focus on the Task (Page 18-19)

- I have achieved my aims because....
- Were my aims achieved? Were there any difficulties/ problems. Conclusions?

Focus on Me (Page 20)

- Skills/ Attitudes developed
- Lessons learned about self
- Personal Qualities Identified
- How will I benefit from this in the future

CONCLUDING STATEMENT (1) MEETING THE BRIEF - FOCUS IS ON THE TASK

- Were **both** my aims (page 5) achieved?
- State reasons **why/why not in each case**
- Problems if any and how I overcame them etc.
- Was this task successful, why/why not?
- Looking back, what would I do differently, and why?

CONCLUDING STATEMENT (2) SELF-EVALUATION -- FOCUS IS ON ME

- What I have learned about **myself** from doing this task
- Skills and attitudes I have developed as a result of doing this task/Personal qualities identified.
- How I will keep the benefit of the achievement going in the future.

PAT Additional Marks

- **Individuality:** 10 Marks, Own work, Unique, Interested, Creative, Full Account
- **Effectiveness of Communication and Presentation;** 10 Marks. 8 Marks for Layout, Neatness, Legibility **Oral Interview;** 2 Marks for ability of explain ideas, clarity, fluency

Key points to remember:

Teacher	Task must be anchored in a subject with a teacher each week. Teacher guidance is essential.
In Class	Task must be written up in class. Booklet does not go home until verification.
Rough Work	Write up booklet each week. Have a photocopied version for rough work first.
"I"	Students must use "I" instead of we when writing up the task.
Verifier	Verifier must sign relevant spaces
Sign	Teacher must sign relevant spaces.
Prepare	Start preparation for this Task at end of Year 1. Make sure to inform parents so they can help their son/ daughter prepare.



Thank you!
Any
Questions?

