



# LCA Subject Development Day 2022

Session 1	Welcome and Introductions Learning outcomes An Overview of the LCA Programme and assessment
Tea/Coffee Break	
Session 2	Subject specific content Activity and discussion
Lunch	
Session 3	Evaluations Subject area: Practical strategies for teaching, learning and assessment Plenary

## By the end of this seminar participants will have:

Become familiar with the curriculum and assessment procedures in Leaving Certificate Applied.

Explored the approaches to teaching, learning and assessment in LCA.

Become familiar with your subject specific module descriptor.

# PDST - Introduction

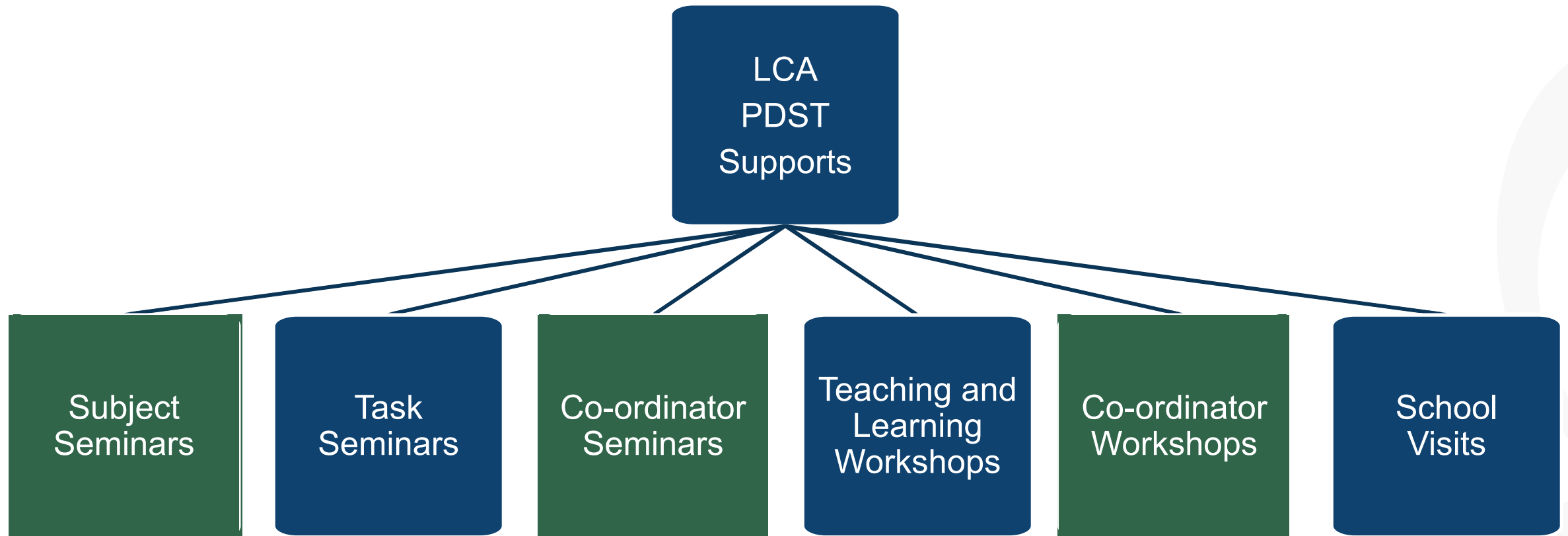
## What we are

Teachers & School Leaders  
Teacher Educators  
Facilitators/Enablers  
Purveyors of Lifelong Learning

## What we are not

Evaluators  
Policy Makers  
Curriculum Developers

# LCA supports provided by PDST







# LCA Curriculum framework

## LCA Curriculum Framework & Credits Allocation

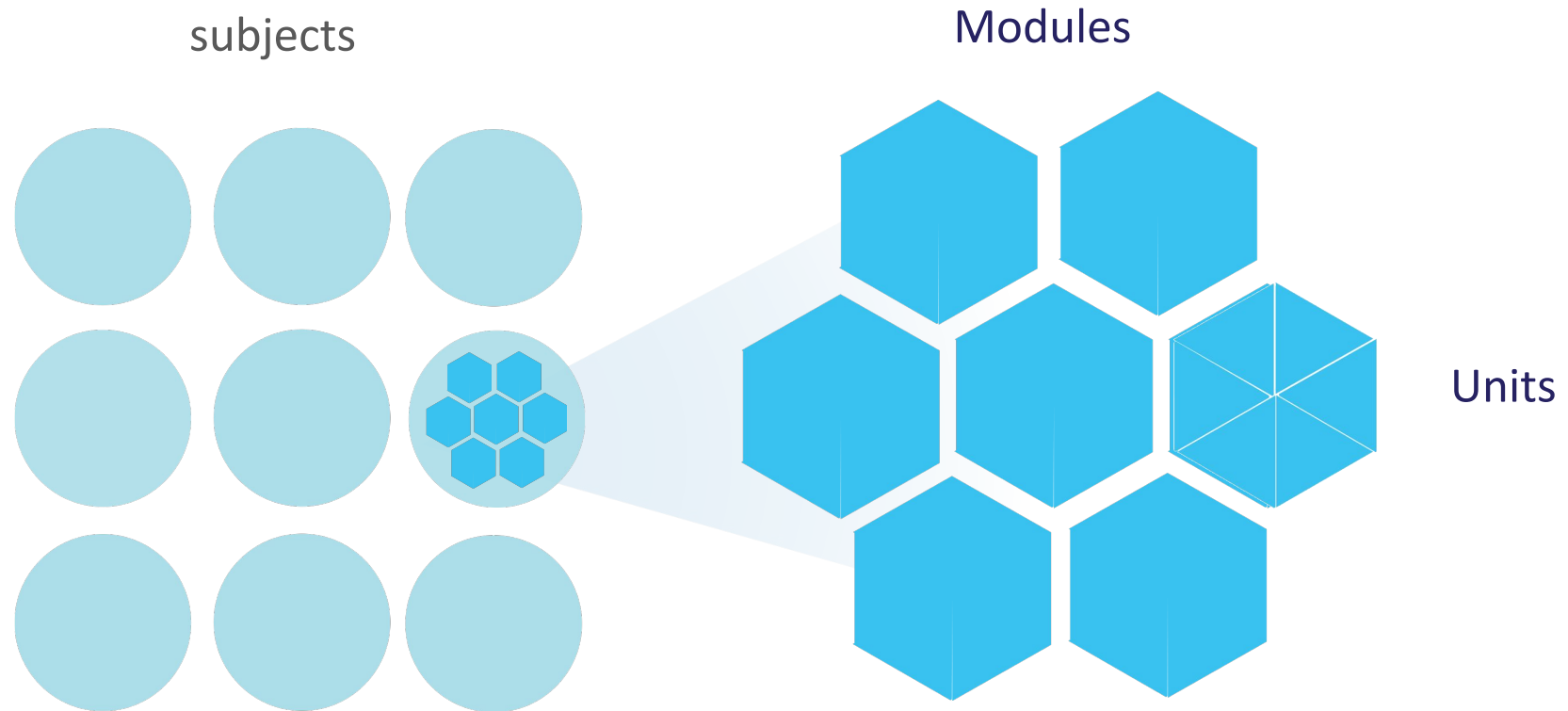
Course Name	Year One		Year Two	
	Session 1 Sept-Jan	Session 2 Feb-June	Session 3 Sept-Jan	Session 4 Feb-June
<b>Vocational Preparation</b>	Vocational Preparation & Guidance	→ 2	→ 2 Enterprise 2	→ 2 2 2 Guidance
	English & Communications (Exam = 12 credits)	Personal & Social Communications	Communication & the Digital World	Communication in Media Express Yourself
	VOC. PREP. TASK		PERSONAL REFLECTION TASK PART 1	
	PERSONAL REFLECTION TASK PART 2		PERSONAL REFLECTION TASK PART 2	
<b>Vocational Education</b>	Mathematical Applications (Exam = 10 credits)	Mathematics & Planning	Mathematics & the World Around Me	Mathematics & Life Skills Mathematics & Work
	Vocational Specialisms (Choose 2 from 11 options (Exams = 12 credits each))	1 1	1 1	1 1
	Introduction to Information and Communication Technology	→	2	→ 2
	VOC. ED. TASK		VOC. ED. TASK	
<b>General Education</b>	Arts Education (Drama, Dance, Visual Arts, Music)	→	2	→ 2
	Social Education (Exam = 10 credits)	1 My/Com →	1 Ctp/tes1 1 Soc/Health	1 Ctp/tes 2 1 Tkl/Change 1 Soc/Health
	Languages (2 exams = 6 credits each)	1	1	1 1
	Leisure & Recreation (including P.E.)	→	2	→ 2
	GENERAL ED. TASK		CONT. ISSUES TASK	
<b>Elective Courses</b>	2	2	2	2
30 Hour Modules (3 to 4 class periods per week)			PRACTICAL ACHIEVEMENT TASK	
<p>→ Indicates that the module credits may be taught in this session but <u>cannot</u> be claimed until May of that year.</p> <p>□ Indicates that the module credits can be claimed at the end of this session.</p> <p><i>All tasks have a value of 10 credits each</i></p>				

# LCA Curriculum Framework

<b>Vocational Preparation</b>	<ul style="list-style-type: none"> <li>• Vocational Preparation &amp; Guidance</li> <li>• English &amp; Communications</li> </ul>
<b>Vocational Education</b>	<ul style="list-style-type: none"> <li>• Mathematical Applications</li> <li>• Vocational Specialisms* (<i>Choose 2 from 11 options</i>)</li> <li>• Introduction to Information Communication Technology</li> </ul>
<b>General Education</b>	<ul style="list-style-type: none"> <li>• Arts Education (<i>Dance, Drama, Music, Visual Arts</i>)</li> <li>• Social Education</li> <li>• Languages (<i>Gaeilge and French/Italian/German/Spanish</i>)</li> <li>• Leisure &amp; Recreation (<i>including Physical Education</i>)</li> </ul>
<b>Elective courses</b>	<ul style="list-style-type: none"> <li>• Religious Education (for example)</li> <li>• Science (for example)</li> </ul>



# LCA Programme Structure

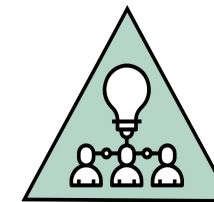


# LCA Curriculum Framework

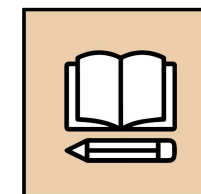
Please fill in:  
**Two specialisms**  
**Your own subject (if different)**  
**Any elective**

## LCA Curriculum Framework & Credits Allocation

Course Name	Year One		Year Two		
	Session 1 Sept-Jan	Session 2 Feb-June	Session 3 Sept-Jan	Session 4 Feb-June	
<b>Vocational Preparation</b>	Vocational Preparation & Guidance	→ [ ] [ ]	→ Enterprise [ ] [ ]	→ Guidance [ ] [ ]	
	English & Communications (Exam = 12 credits)	Personal & Social Communications	Communication & the Digital World	Communication in Media	Express Yourself
	VOC. PREP. TASK		PERSONAL REFLECTION TASK PART 1		
	PERSONAL REFLECTION TASK PART 1		PERSONAL REFLECTION TASK PART 2		
<b>Vocational Education</b>	Mathematical Applications (Exam = 10 credits)	Mathematics & Planning	Mathematics & the World Around Me	Mathematics & Life Skills	Mathematics & Work
	Vocational Specialisms (Choose 2 from 11 options (Exams = 12 credits each))	[ ] [ ]	[ ] [ ]	[ ] [ ]	[ ] [ ]
	Introduction to Information and Communication Technology	→	[ ]	→	[ ]
	VOC. ED. TASK		VOC. ED. TASK		
<b>General Education</b>	Arts Education (Drama, Dance, Visual Arts, Music)	→	[ ]	→	[ ]
	Social Education (Exam = 10 credits)	My/Com	Ctp/Iss1 Soc/Health	Ctp/Iss 2	Tk/Charge Soc/Health
	Languages (2 exams = 6 credits each)	[ ]	[ ]	[ ]	[ ]
	Leisure & Recreation (including P.E.)	→	[ ]	→	[ ]
	GENERAL ED. TASK		CONT. ISSUES TASK		
Elective Courses	[ ]	[ ]	[ ]	[ ]	
30 Hour Modules (3 to 4 class periods per week)			PRACTICAL ACHIEVEMENT TASK		
<p>→ Indicates that the module credits may be taught in this session but <b>cannot</b> be claimed until May of that year.</p> <p>[ ] Indicates that the module credits can be claimed at the end of this session.</p>					
All tasks have a value of 10 credits each					



ACTIVITY



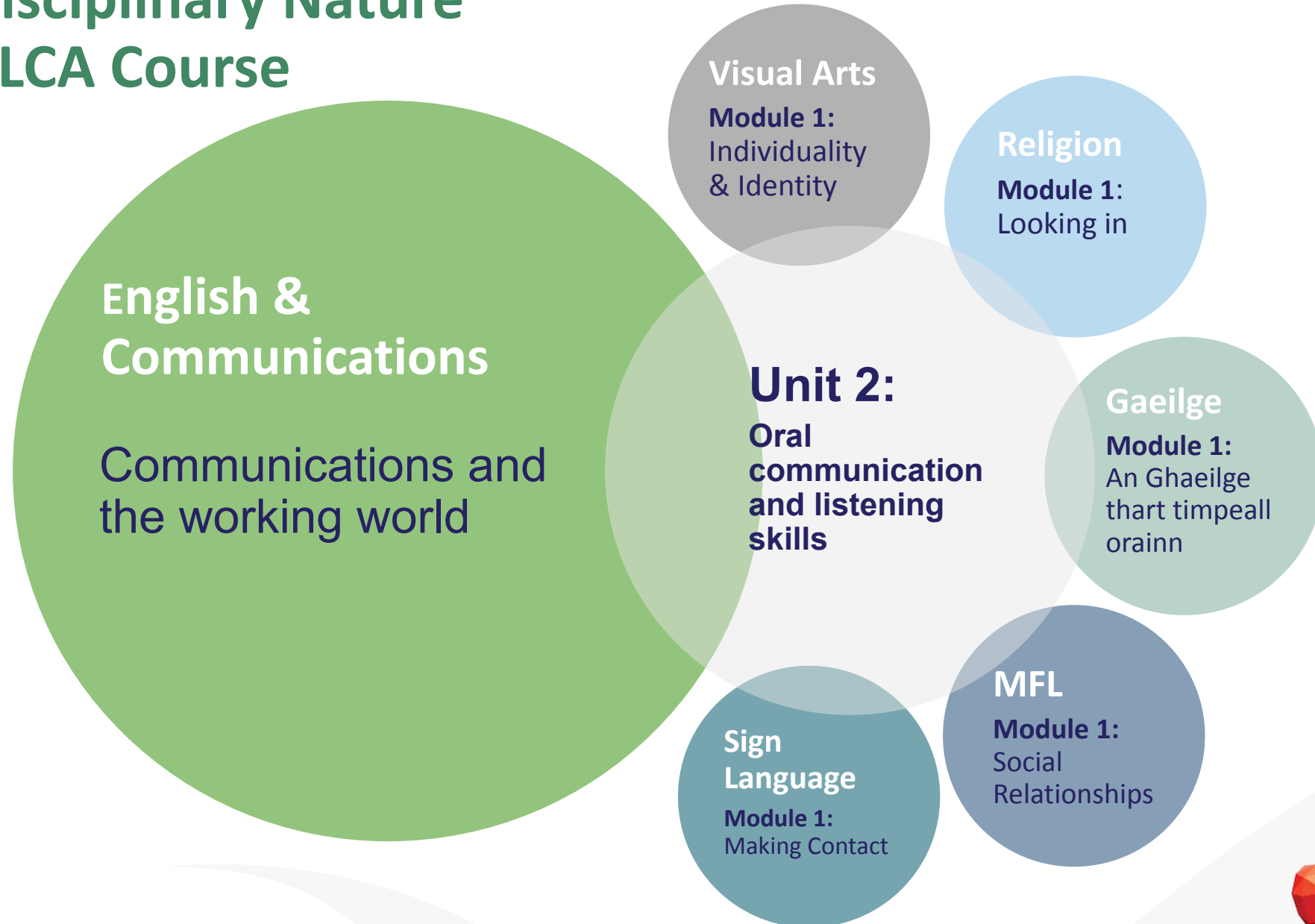
WORKBOOK

# Layout of Module Descriptors

Transdisciplinary Links  
Rationale  
Number and sequence of modules  
Description of Modules  
General Recommendations  
Modules  
Purpose  
Prerequisites  
Aims  
Units  
Learning Outcomes  
Teacher Guidelines  
Key Assignments

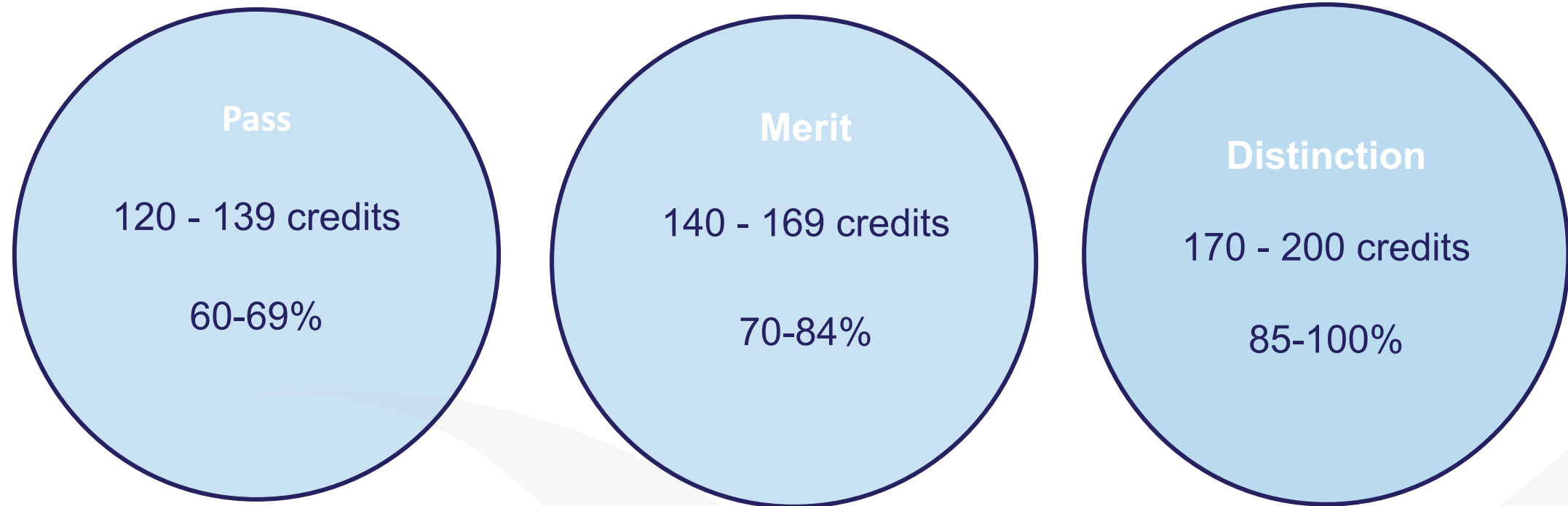
<https://www.curriculumonline.ie/Senior-cycle/LCA/>

# Transdisciplinary Nature of the LCA Course



# LCA Certification

## Awarded at three levels



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

# LCA Modes of Assessment

Satisfactory completion of modules + 90% attendance					62 credits	31%
<ul style="list-style-type: none"> <li>Evidence of completion of <b>key assignments</b> for each module</li> <li>One credit per course module in which there is a final exam</li> <li>Two credits per course module in which there is NO final exam</li> </ul>						
<b>7 Student tasks</b> @ 10 credits each					70 credits	35%
<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>		
<b>Final examinations</b>					68 credits	34%
<b>English &amp; Communication</b>	<b>Vocational Specialisms (x2)</b>	<b>Languages (x2)</b>	<b>Social Education</b>	<b>Mathematical Applications</b>		
<b>12 credits</b>	<b>12 credits each</b>	<b>6 credits each</b>	<b>10 credits</b>	<b>10 credits</b>		
<b>Total</b>					200 credits	100%

# LCA Modes of Assessment

Satisfactory completion of modules + 90% attendance

Evidence of completion of **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%



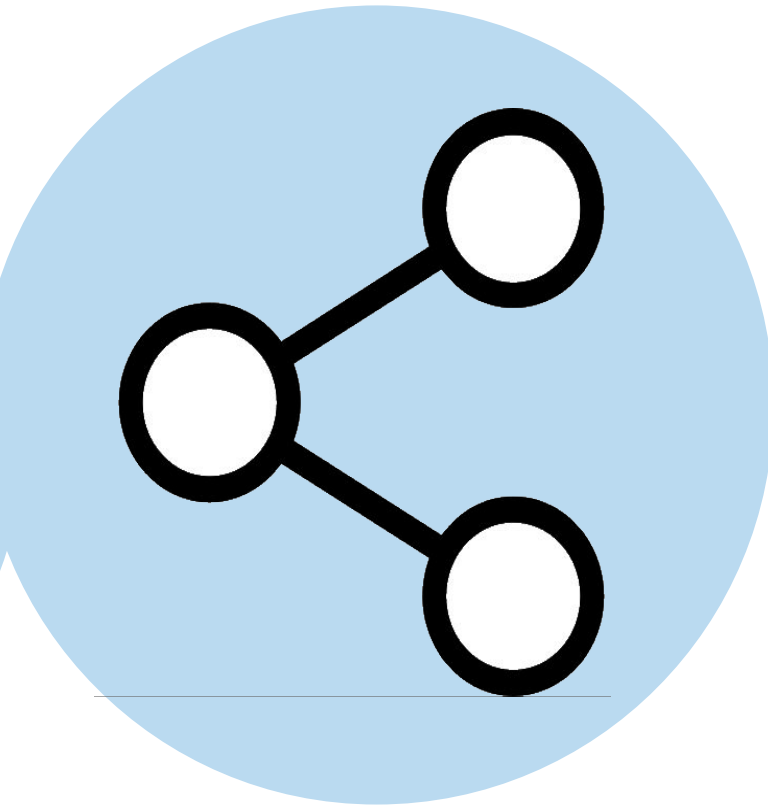
# What is a key assignment?



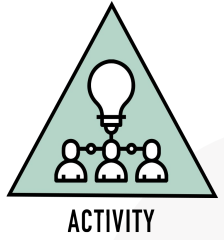
**Think**



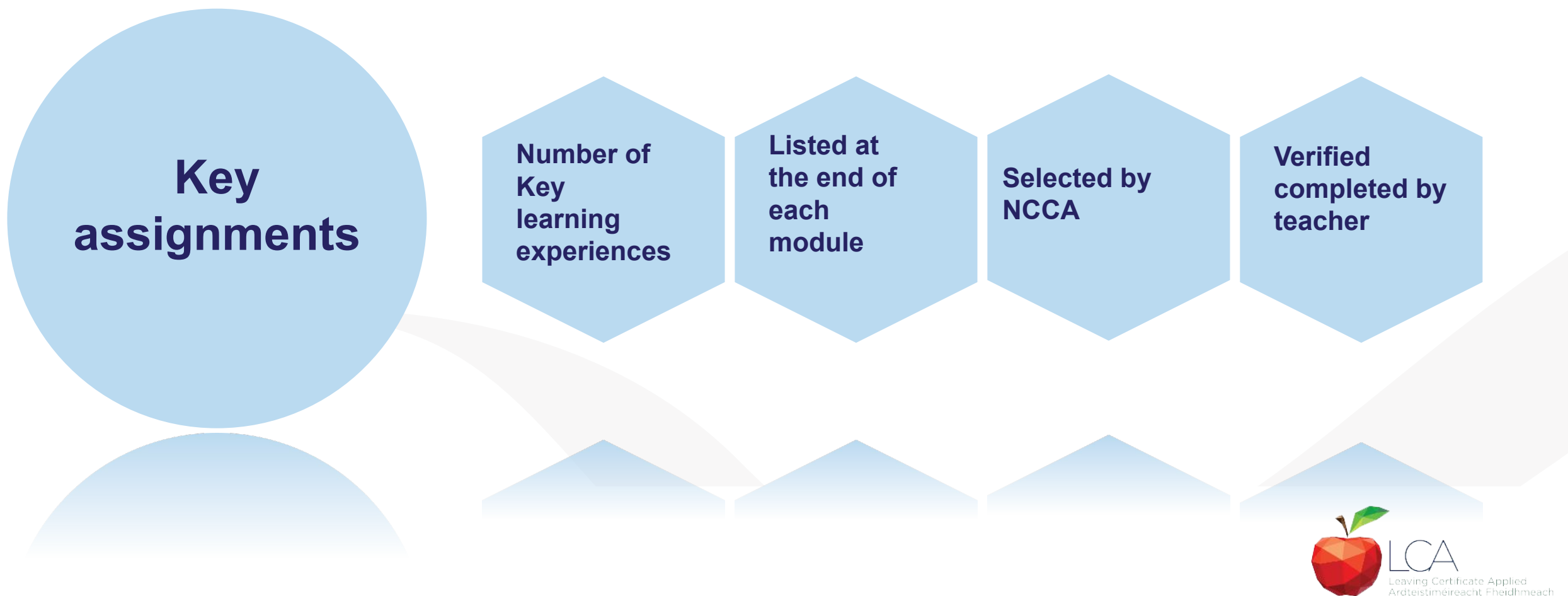
**Pair**



**Share**



# What is a key assignment?





# 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

<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>

70  
credits

35%

# Summary of Tasks

Task	Credit	%	Completed in session	Assessed
<b>1. General Education</b> <i>Originating in Arts Education, Leisure &amp; Rec., Language or Social Education</i>	10	5	1	Jan/Yr 1
<b>2. Vocational Preparation</b> <i>Originating in either Vocational Preparation &amp; Guidance or English &amp; Communication</i>	10	5	2	May/Yr 1
<b>3. Vocational Education - 1<sup>st</sup> specialism</b> <i>Originating in one Vocational Specialism</i>	10	5	2	May/Yr 1
<b>4. Vocational Education - 2<sup>nd</sup> specialism</b> <i>Originating in the second Vocational Specialism</i>	10	5	3	Jan/Yr 2
<b>5. Contemporary Issues</b> <i>Anchored in Social Education</i>	10	5	3	Jan/Yr 2
<b>6. Practical Achievement</b> <i>Generally out of school/centre</i>	10	5	3	Jan/Yr 2
<b>7. Personal Reflection</b> <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

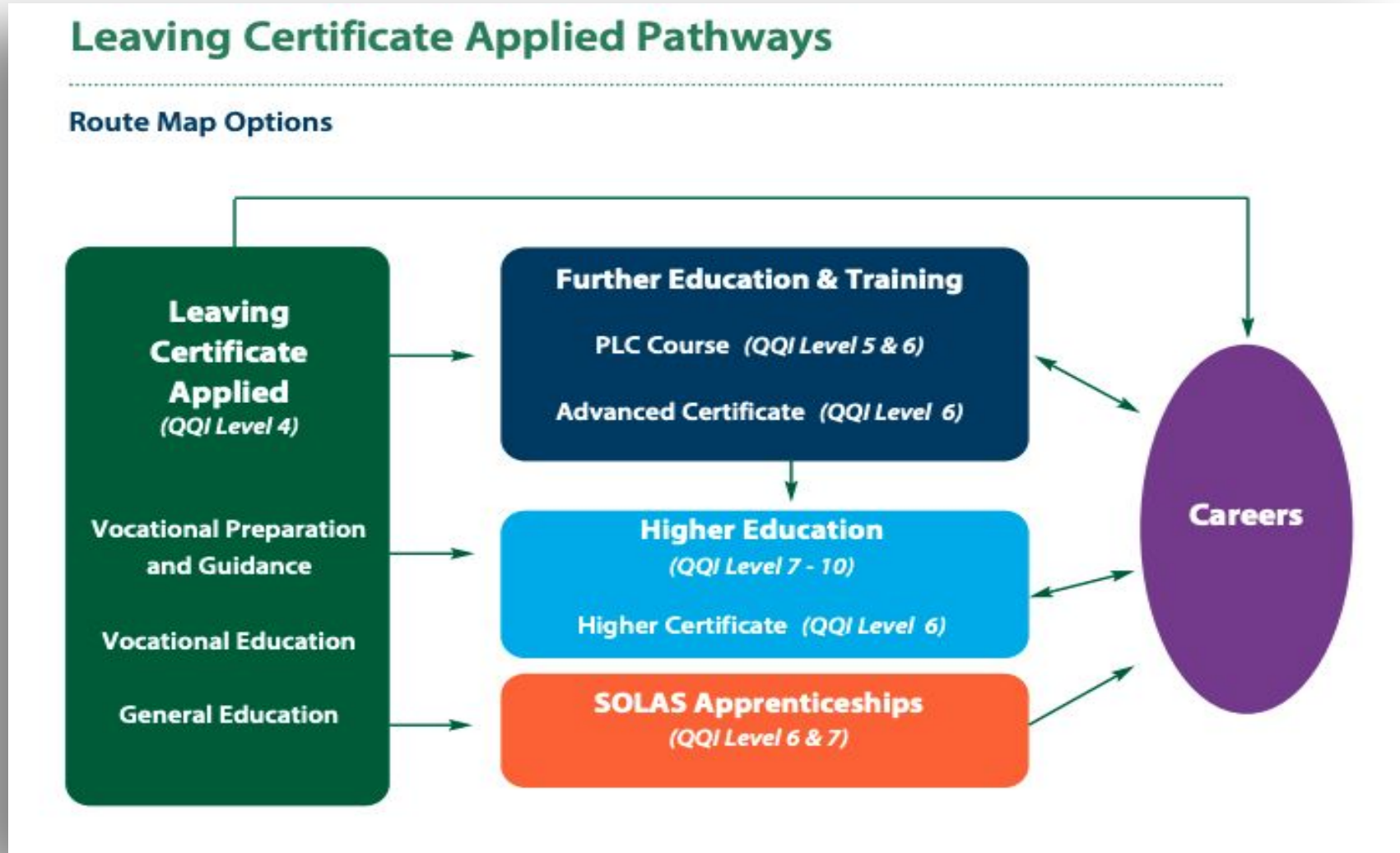
Satisfactory completion of modules + 90% attendance					62 credits	31%
Evidence of completion of <b>4 key assignments</b> for each module						
One credit per course module in which there is a final exam						
Two credits per course module in which there is NO final exam						
<b>7 Student tasks</b> @ 10 credits each					70 credits	35%
<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>		
<b>Final examinations</b>					68 credits	34%
<b>English &amp; Communication</b>	<b>Vocational Specialisms (x2)</b>	<b>Languages (x2)</b>	<b>Social Education</b>	<b>Mathematical Applications</b>		
12 credits	12 credits each	6 credits each	10 credits	10 credits		
<b>Total</b>					200 credits	100%

# Final Examinations

Area	Credits
<b>English &amp; Communication</b> Oral and written incorporating audio visual	12
<b>Vocational Specialisms (x2)</b> Practical and written – practical briefs issued in advance <i>(see next slide for details)</i>	12 each
<b>Languages (x2)</b> Oral and written incorporating aural	6 each
<b>Social Education</b> Written incorporating audio	10
<b>Mathematical Applications</b> Written – research topic (Q. 2. issued in advance)	10
Total	68



# The Leaving Certificate Applied Route Map



## Recommended Reading

### LCA Chief Examiners Report 2014

For full details go to [examinations.ie](http://examinations.ie)

### DES Inspectorate Report

<https://www.education.ie/en/Publications/Inspection-Reports-Publications/>

## By the end of this seminar participants will have:

Become familiar with the curriculum and assessment procedures in Leaving Certificate Applied.

Explored the approaches to teaching, learning and assessment in LCA.

Become familiar with your subject specific module descriptor



# End of Session 1

# ASSESSMENT

Credits towards the final award are accumulated throughout the two years of the programme through:

- 1.) Satisfactory completion of **modules (key assignments)**. (Maximum of 62 credits)
- 2.) Performance of students **tasks**. (Maximum of 70 credits)
- 3.) Performance in the **final examinations**. (Maximum of 68 credits) .  
Including project

# Vocational Specialism Group

- Agriculture/Horticulture
- Childcare/Community Care
- Graphics and Construction Studies
  - Craft and Design
  - Engineering
  - Hair and Beauty
- Hotel, Catering and Tourism
- Office Administration and Customer Care
- Technology Information and Communication Technology
  - Active Leisure Studies

# Modules

- STUDENTS MUST COMPLETE FOUR MODULES.
- A MODULE REPRESENTS APPROXIMATELY 30 HOURS OF WORK.  
(3-4 class periods/week)
- EACH MODULE HAS A NUMBER OF KEY ASSIGNMENTS TO BE COMPLETED FOR ASSESSMENT.



# MODULE OPTIONS

MODULE 1: GRAPHIC COMMUNICATION (MANDATORY)

MODULE 2: CONSTRUCTION

MODULE 3: BUILDING SERVICES

MODULE 4: WOODCRAFT

MODULE 5: DESIGN AND MANUFACTURE OF EDUCATIONAL TOYS

MODULE 6: COMPUTER AIDED DESIGN

THREE MODULES FROM THE ABOVE MUST BE CHOSEN TO COMPLETE THE FOUR.

# Key Assignments

Q. WHAT IS A KEY ASSIGNMENT?

A. A key assignment is a number of learning experiences that have been selected from the module as being of key importance. Key assignments plus 90% attendance are a minimum requirement to obtain credit for a module.

## TIPS

Keep all work in individual folders until the end of each module.

Then extract items relevant to key assignment and place in poly pockets/folders with cover page/checklist.

## KEY ASSIGNMENTS

MODULE 1: GRAPHIC COMMUNICATION

### CHECKLIST

I produced three rendered freehand sketches of various objects and I produced a dimensioned orthographic projection of a simple object

I, as part of a group, produced a logogram/pictogram/monogram for a required situation

I produced a pictorial drawing/model of a room interior with an appropriate colour scheme

I, as part of a group, invited a guest to speak to us on the importance of graphics in his/her profession

or

I, as part of a group, visited a work place where graphics plays an important role.

# FAQ's

**What are key assignments?**

A. They are a number of learning experiences that have been selected from the module as being of key importance. Key assignments plus 90% attendance are a minimum requirement to obtain credit for a module.

**Where can the key assignments be found?**

A. They are printed at the end of each module.

**How many key assignments are there?**

A. Four for each module.

**Where can the key assignments be found?**

A. They are printed at the end of each module.

**How many key assignments are there?**

A. Four for each module.

## STORING KEY ASSIGNMENTS

Evidence of Satisfactory Completion of Modules (student attendance record for the specific module & student evidence of each of the key assignments) must be available for inspection by Department of Education & Science until the final date for appeals in Session 4. The evidence for each session must be kept until the individual student has completed the two years of the programme and the final result for all sessions has been issued.

# TASK

A practical activity by which learning is applied to:

- 8 The Development of a Product
- 8 The Investigation of an Issue
- 8 The Provision of a Service
- 8 The Staging of an Event
- 8 An Enterprise Activity
- 8 A Production/Live Performance

# Definition

Vehicle for curriculum  
integration of as many courses  
as possible

# Assessment Requirements

**Evidence of  
task  
completion**

**Individual task  
report**

**Individual  
presentation  
of task at  
interview  
with external  
examiner**

**Marked on LCA  
30, 31 & 32**

# The Folder

1. Cover page with picture of product
2. Contents page
3. Aim(s)
4. Research and Planning
5. Possible Solutions
6. Working drawing of final design
7. Production (method of manufacture & skills)
8. Evaluation (self & product)



# TASK ASSESSMENT

Clarity of purpose	10
Research & planning	10
Execution of task	20
Meeting the brief	20
Creativity / originality	10
Self + product evaluation	10
Cross curricular	10
Communication (written + oral)	10

# The Interview

- Involves a discussion between the candidate and the examiner.
- Lasts for around 5 – 10 minutes.
- Students should display good knowledge and understanding.
- Practice the interview (but not too much).

# Group or Individual?

Ownership and evidence of work is key here

# THE PROJECT

- Briefs are issued by SEC in session four
- Worth 40% of final examination element
- Product & Interview
- Design folder must accompany product
- **PRACTICE INTERVIEW!**

## Graphics and Construction Studies Design Briefs 2021

### Construction

**Best practice design detailing limits thermal bridging and air infiltration while preventing the penetration of moisture in external wall openings.**

To a suitable scale, design and make a 3D model to illustrate a typical design detail in an external wall (cavity block *or* timber framed) around either an external window *or* door opening. The model should demonstrate how moisture penetration and thermal bridging is avoided while increasing airtightness. The construction detail in your model should conform to current building regulations.

### Building Services

**The amount of heat lost by buildings has dramatically reduced as they have become better insulated and airtightness has improved.**

With the aid of a suitable scaled model *or* a display board, demonstrate the design detailing, materials and/or fittings which may be used to conserve energy in at least five areas in the living/dining room spaces in homes. Your model/display board should illustrate how airtightness can be maximised. The visual impact of your model/display board should be carefully considered.

### Woodcraft

**A footrest is ideal for resting and supporting tired or injured legs and feet.**

Design and make a footrest which will comfortably support a person's feet when seated. The height *and/or* tilt should be adjustable to afford the user maximum comfort. Your design should also be elegant in appearance and incorporate a range of handcraft skills. Careful consideration should be given to your choice of wood(s) and to the surface finish to enhance its overall appearance. *The maximum dimension of the artefact should not exceed 450 mm.*

### Design and Manufacture of Educational Toys

**As children reach two years of age, their range of physical activity expands as they gain strength and practice gross-motor skills.**

Design and make a push *or* pull toy for a toddler which incorporates a secondary motion *or* other cause-and-effect relationship. The toy should be sturdy, rounded, washable and have a low centre of gravity. The material used for the production of the artefact should conform to safety guidelines and its visual appearance should be carefully considered.

# SAMPLE BRIEF

























