



An Roinn Oideachais
Department of Education

Teachers New to Leaving Certificate Applied Task Day

Overview of the Seminar

Session 1

- Welcome and Introductions
- PDST Supports
- An Overview of the LCA Programme
- Five stages of the student task process

Tea/Coffee Break

Session 2

- Overview of Programme Statement & Outline of Student Tasks
- Task Workshop 1

Lunch

Session 3

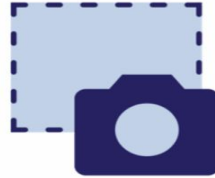
- Task Workshop 2
- Administration



PDST Online CPD Protocols



PDST does not give permission for the CPD sessions to be recorded.



PDST does not give permission for screenshots to be taken.



Please be on time. Late arrivals will not be admitted.



Use the hand signal to contribute at any time.



Please turn microphones to mute.



Use the chat function to message the hosts.

What we are

Teachers and school leaders

Teacher Educators

Facilitators/Enablers

Purveyors of lifelong learning

What we are not

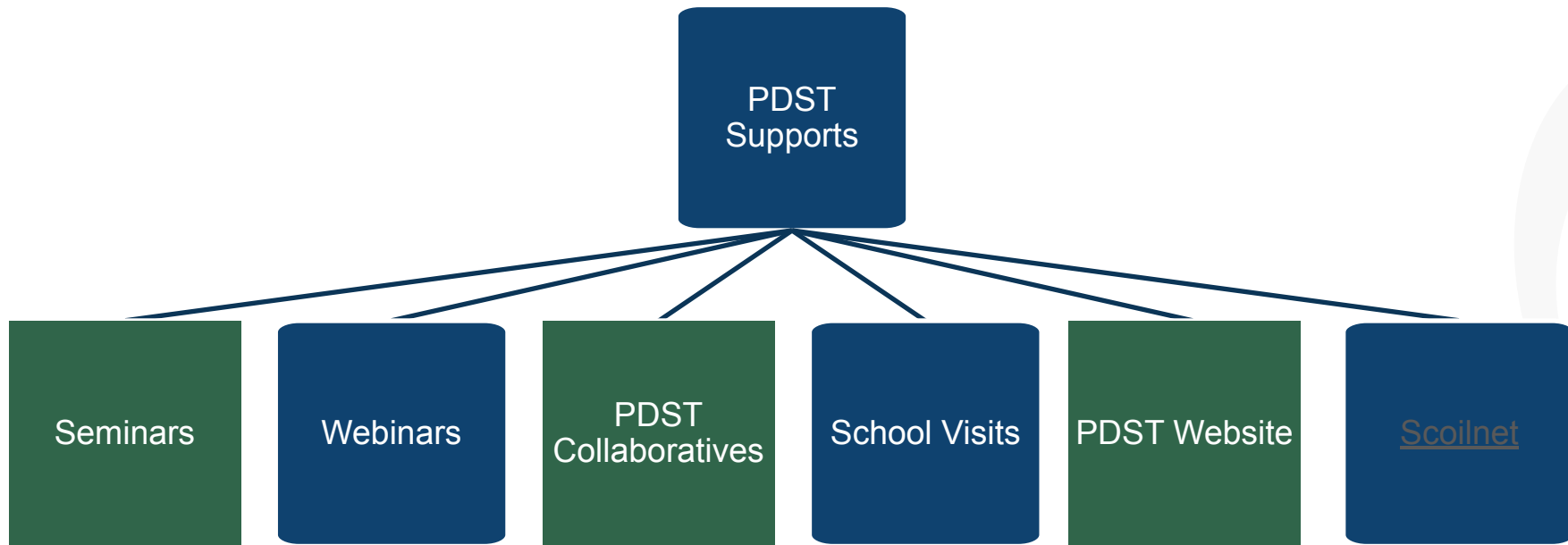
Evaluators

Policy makers

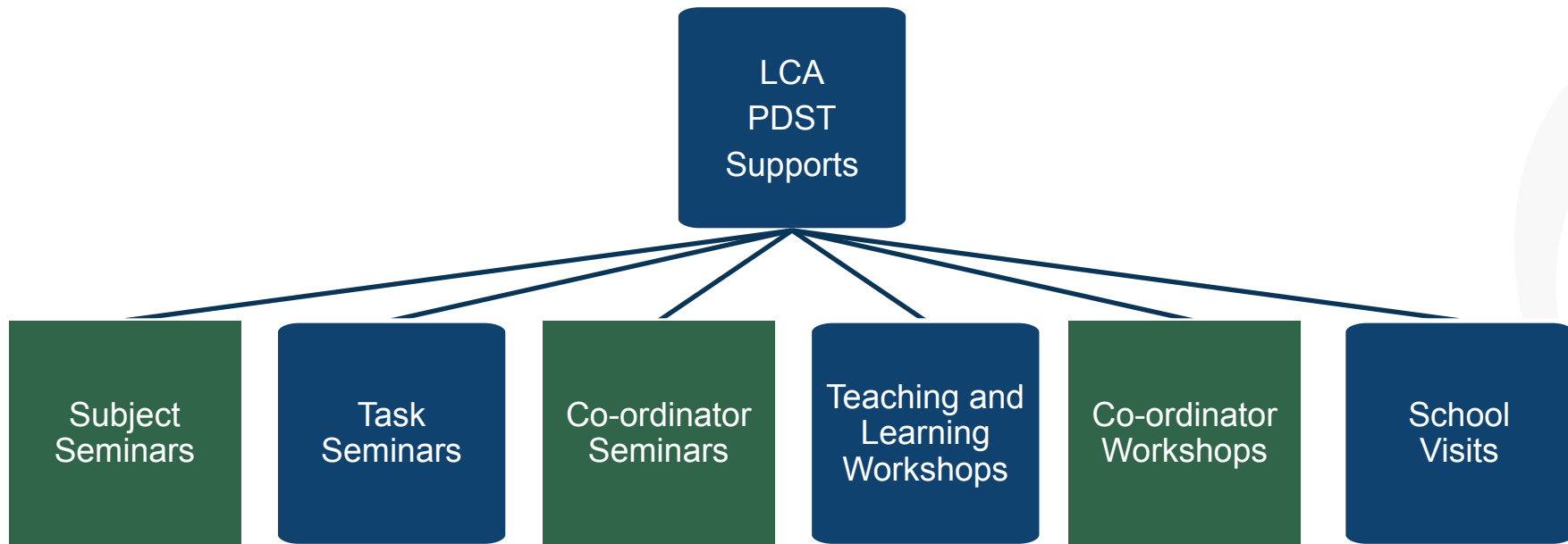
Curriculum developers

Providers of solutions

Supports provided by PDST



LCA Supports provided by PDST



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](https://twitter.com/PDST_LCA)

PDST LCA Support

www.pdst.ie/schoolsupport

Request LCA PDST school support

www.pdst.ie/onlinebooking

Check here for upcoming events

[@PDST_LCA](#)

PDST LCA Support

- One full day seminar for teachers new to LCA course modules
- One full day seminar for teachers new to LCA student tasks
- Two full day seminars for new LCA co-ordinators (Sept & Feb)
- School Visits (on request) - www.pdst.ie/schoolsupport
- PDST Collaboratives
- Other elective workshops e.g. LCA co-ordinator planning

Curriculum framework

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** - programme
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

Satisfactory completion of modules + 90% attendance			62 credits	31%
<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 				
7 Student tasks @ 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>		

LCA Year 2 for the academic year 2022/23

- 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 2022/23

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

2022 Arrangement for Completion of Tasks

Arrangements for the completion of Tasks

LCA Year 2 for the academic year 2022/23

- 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 2022/23

- 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.



Leaving Certificate Applied 2022-2023

This is a summary advice note for school management and teachers of LCA 2022/23. It sets out key curriculum and assessment arrangements for LCA Year 1 and Year 2 students for the academic year 2022/23.

Arrangements for the satisfactory completion of Modules

LCA Year 2 for the academic year 2022/23

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

LCA Year 1 for the academic year 2022/23

- For both Year 1 and Year 2 LCA Students
 - The learning outcomes for each module should be completed.
 - 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 2022/23

- 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.
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LCA Year 1 for the academic year 2022/23

- 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.

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”**.

Vocational Education Task - Revised ICT Specialism



Coimisiún na Scrúduithe Stáit
State Examinations Commission
Corr na Madadh, Baile Átha Luain, Co. na hIarmhí, N37 TP65
Cornamaddy, Athlone, Co. Westmeath, N37 TP65
Teileafón: +353-90-644 2725 Gréasán: www.examinations.ie

To: Principal Teachers, LCA Coordinators and LCA Teachers

Leaving Certificate Applied Information and Communication Technology (ICT) Vocational Specialism and associated LCA Vocational Education Student Task.

Revised module descriptors for *LCA, Introduction to ICT* and *LCA, ICT Vocational Specialism* were introduced for students entering LCA Year 1 in September 2021. In general, the *Introduction to ICT* modules will be completed in Year 1 and the ICT specialism and associated task in Year 2. The outline and schedule of the student tasks, as laid out in the *Programme Statement & Outline of Student Tasks* (Department of Education) have not changed. In the Assessment Guidelines section (P.43) of the revised module descriptors for the ICT Specialism it states that Module 2 will be incorporated into the task and that “students will make a presentation as part of their interview”.

As part of the ICT specialism task it is expected that students will incorporate a 2-3 minute presentation, supported by digital media, into their interview to showcase those skills described in Module 2 (P. 28 – P. 32) of the revised module descriptors. The presentation should relate to one or more aspects of the task that the student has completed as part of the *ICT Vocational Specialism*. A folder for the task should still be presented separately.

Marks for the digital presentation will be awarded under the headings of *Evidence of Integration of Mathematics and of ICT* and *Effectiveness of Communication and Presentation* on the Marking Scheme for the Vocational Education Task. The five marks allocated for ICT integration will now be awarded for the presentation. Five marks will also be available under the heading of *Effectiveness of Communication and Presentation*.

February 2022

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

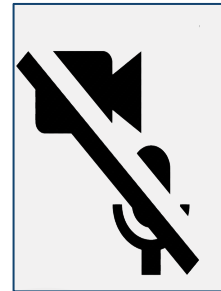
1. Title
2. Statement of Aim
3. Action Plan
4. Research Activities Undertaken (i.e. what methods)
5. Execution of the Task
6. Presentation and Analysis of Findings
7. Statement of Learning Outcomes (conclusions)
8. Evaluation of the Student's own contribution
9. Integration across the Curriculum

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





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End of Session 1

Break





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Session 2

Programme Statement Feedback

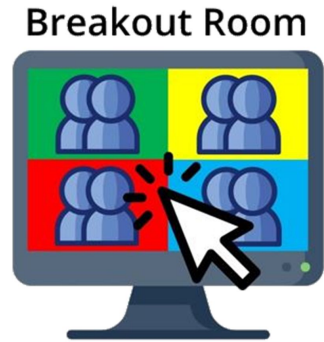


**Please unmute your
microphone or
share in the chat
your key takeaways
from your reading.**

Photo by [Chris Montgomery](#) on [Unsplash](#)

Student-centred Learning

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



Student-Centred Learning

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

The interdependence between the teacher and learning

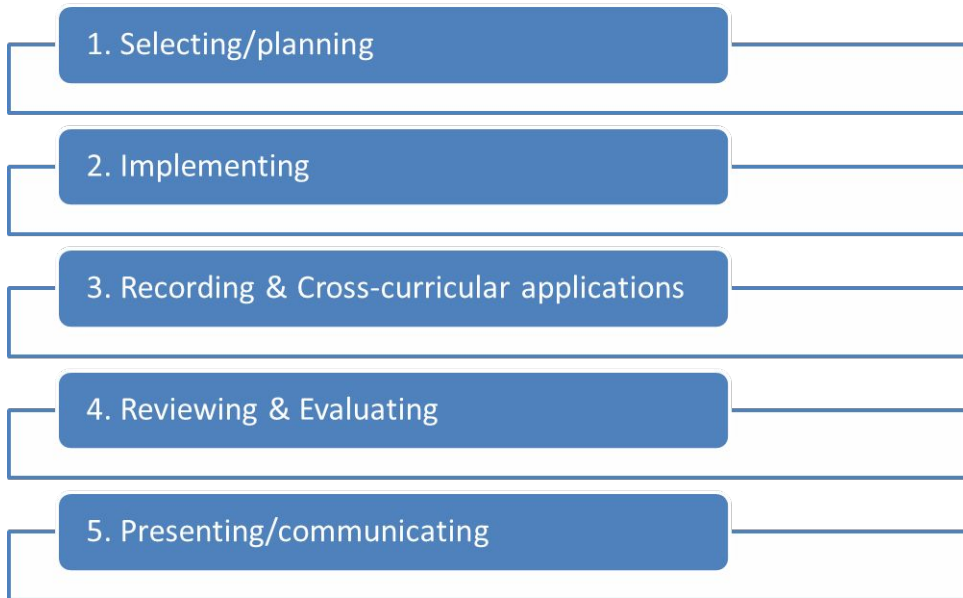
An emphasis on within learning and teacher relationship

An increased flexibility in the teaching and learning practices on the part of both teacher and learner,

An increased sense of autonomy in the learner



Five Stages of Student Task



1. Selecting/planning

Student is actively involved in selecting the Student Task and content of task must be of interest to him/her

Whatever the student proposes to undertake should be within their ability range and time allocated

Appropriate in the context of the modular descriptor

Originality should be encouraged at all times.

(Programme Statement & Outline of Student Task, 2000, 62-66)

2. Implementing

Individual

Methodology

Roles

Team Work

Co-operative learning

Data gathering

Investigation

Group

Methodology

Data gathering

Investigation

Sole responsibility

All tasks could be either individual or group with the exception of practical achievement, personal reflection and career investigation which must be carried out individually.

3. Recording and Cross-curricular Planning

Keep a record/log of student progress

Appropriate evidence of research and evidence gathered

Cross-curricular links must be meaningful and relevant

Mathematical Applications and information Technology are mandatory areas of cross-curricular application in the Vocational Education Tasks

4. Reviewing and Evaluating

Task Process

Conclusions linked to initial aims

Analysis of findings

Conclusions

Strengths/weaknesses

Suggestions for improvement.

Formative assessment - feed forward rather than feedback

Self Evaluation

Lessons learned about one self

Skills and attitudes development

Lessons for the future

5. Presenting/Communicating

The report should be concise and focused and sequential

Opportunity for creativity in format and illustration

Interview provides an opportunity to students to improve their marks.

**Reminder for the ICT Specialism students will be required to make a 2-3 minute presentation at the start of the interview.*

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](#)

General Points Regarding Assessment

Exam numbers should be on each task

Task must be available at beginning of examination period

Student(s) available to meet with the examiner irrespective of work experience/other activities

Task must be kept in school until appeals period is complete

Recommendations

LCA Chief Examiners Report 2014

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

LCA Inspectors Recommendations

- [PDF available @ www.pdst.ie/lca](http://www.pdst.ie/lca)

Key Questions for Task Interview

How do you prepare students for an effective interview?

What do you believe is the success criteria for an effective task interview?



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Guidance on Task Interview

The purpose of the task interview is to assess the students ability to communicate what is in the report

Communication skills need to be built into all pedagogical practices throughout the LCA programme and right through the task process

Opportunities should be given to students to discuss their progress and their individual contribution in group tasks throughout the task process



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End of Session 2

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

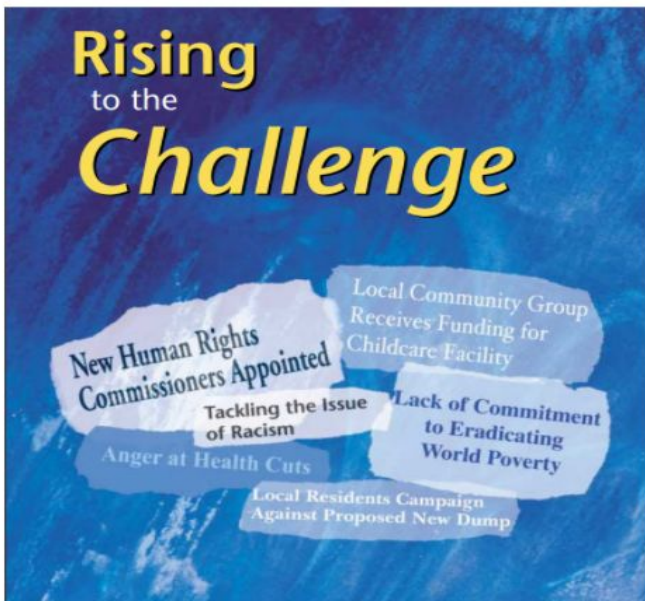
Link each with an issue that can be used in this task

What outside agency might be contacted?

10 minutes



Rise to the Challenge - Resource



Contents	pages
General Introduction	5
Approach Advocated	8
Building a Resource Library	11
Contemporary Issues I	
Part I	
Unit 1: Getting Started	18
Unit 2: Behind the Scenes	26
Unit 3: Making Links	37
Unit 4: Contemporary Issues and Human Rights	41
Unit 5: Making Connections to Human Rights	54
Unit 6: Understanding Concepts	58
Part II	
Out of School Activities	65
Visitors	67
Role-play and Debates	68
Film/video Information	69
Universal Declaration Human Rights Cards	70
Student Worksheets WT.1 – WT.16	73
Contemporary Issues II	
Unit 1: Media	95
Unit 2: Interest Groups	107
Unit 3: Democratic Institutions	114
Unit 4a: Your Vote Counts	129
Unit 4b: Busting the Budget	142
Unit 5: You and the Law	152
Unit 6: The Wider Picture	158
Student Worksheets: W2.1-W2.21	160
Contemporary Issue Task	
Introduction	188
Organisational Issues	191
Teachers' Framework	197
Student Handouts	218

Rise to the Challenge - Resource

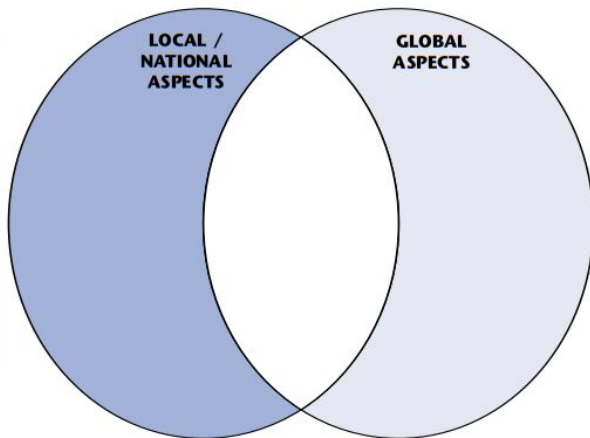
STUDENT WORKSHEET 1.2

RANDOM LIST OF CONTEMPORARY ISSUES

Carry out the following activities on the list provided:

- Circle/highlight all those issues about which you have heard something
- Put a ✓ beside any issues in which you have an interest
- Put a ? beside any issue which you would like to know more about
- Put ??? beside any issues about which you haven't got a clue!





VIOLENCE	LACK OF FACILITIES FOR YOUNG PEOPLE
THIRD WORLD DEBT	ALCOHOL ABUSE
CRIME & PUNISHMENT	RACISM, PREJUDICE, DISCRIMINATION
EMIGRATION / IMMIGRATION	VANDALISM
'JOY RIDING'	CORRUPTION
TRAVELLERS' ACCOMMODATION	URBAN / RURAL DEVELOPMENT
HOUSING & HOMELESSNESS	INFLATION
TRADE / FAIR TRADE	MINORITY GROUPS / MINORITY RIGHTS
SERVICES FOR PEOPLE WITH DISABILITIES	SEXUAL HARRASSMENT
ENVIRONMENT	TERRORISM
EMPLOYMENT / UNEMPLOYMENT	DIVORCE
CLEAN WATER	LONE PARENTING
POVERTY	TEENAGE PARENTING
POLLUTION	RECYCLING
PART-TIME WORK / MINIMUM WAGE	CHILD LABOUR / SLAVERY
REFUGEES / ASYLUM SEEKERS	HIV / AIDS
WHEELCHAIR ACCESS	BULLYING
DRUG ABUSE	PRISONERS' RIGHTS
GENDER ROLES / SEXISM	STREET CHILDREN
DRUGS AND SPORTS	EMPLOYMENT DURING SCHOOL TERM
SEX ABUSE / CHILD ABUSE	
FAMINE	
CONFLICT - WAR/PEACE	



STUDENT WORKSHEET 1.3

SORTING ISSUES

In the table below record the results of the sorting activity. Remember that some issues will fit into more than one category and for others it will be difficult to say to which category they belong.

SOCIAL	
CULTURAL	
POLITICAL	
ECONOMIC	

For **two** of the issues explain your reason for putting it into the chosen category:

Issue 1 _____
Reason _____

Issue 2 _____
Reason _____

- 
1. Divorce
 2. Nuclear Power
 3. Joyriding
 4. Ozone layer
 5. Genocide
 6. Smoking
 7. Child Abuse
 8. Emigration
 9. Refugees
 10. Bullying Cyber
Bullying
 11. Child Labour
 12. Alcohol Abuse
 13. Drugs
 14. Lone Parents
 15. Recycling
 16. Crime
 17. Rape
 18. Slave Labour
 19. Equality of women
 20. Child Soldiers
 21. Poverty
 22. Death Penalty
 23. Sectarianism
 24. Homelessness
 25. Early School Leavers
 26. Traveller's rights
 27. Farm Safety
 28. Speeding
 29. Mental Health
 30. Eating Disorders
 31. Pollution
 32. Conflict
 33. Gangland
 34. Suicide
 35. Drugs in Sport
 36. Unemployment
 37. Forgotten Women
 38. Brexit
 39. Terrorism
 40. Covid 19

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





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Session 3

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 **but** Not folder
- eye contact
- Engagement with issue
- Command of material
- Confidence in delivery

The image features a white background with several realistic, 3D-rendered water droplets of various sizes scattered in the corners. The droplets have highlights and shadows, giving them a sense of depth and volume. They are positioned in the top-left, top-right, and bottom-right areas of the frame.

Any questions????



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