



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

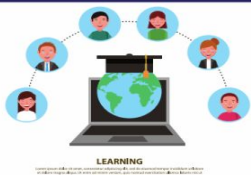
## Session 2

- 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

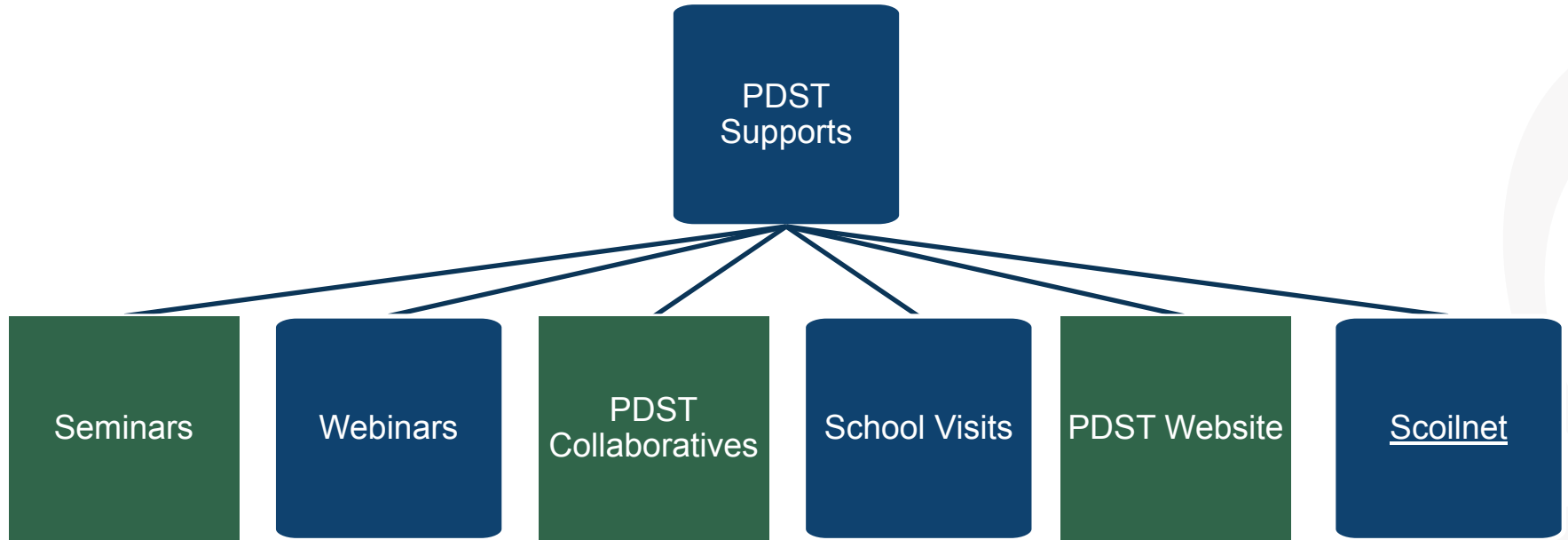
Evaluators

Policy makers

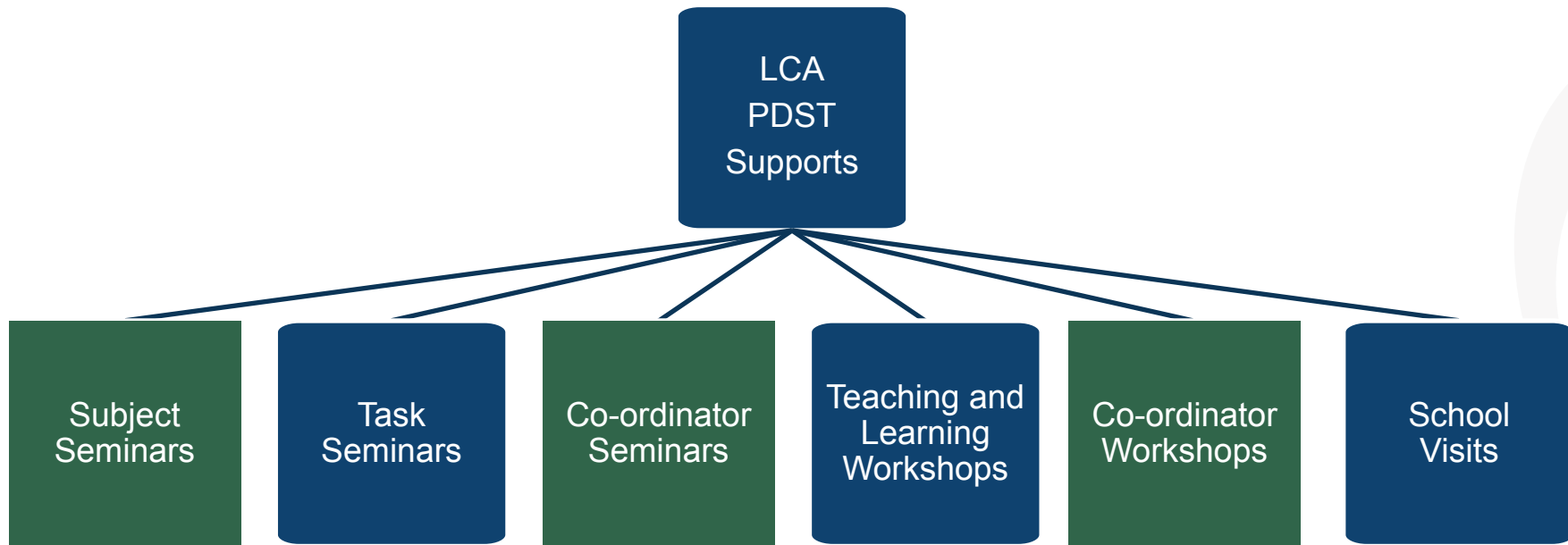
Curriculum developers

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](mailto:lca@pdst.ie)

Website: [www.pdst.ie/lca](http://www.pdst.ie/lca)

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

# PDST LCA Support

[www.pdst.ie/schoolsupport](http://www.pdst.ie/schoolsupport)

Request LCA PDST school support

[www.pdst.ie/onlinebooking](http://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](http://www.pdst.ie/schoolsupport)
- PDST Collaboratives
- Other elective workshops e.g. LCA co-ordinator planning

# Curriculum framework

<b>Vocational Education</b>	<b>Mathematical Applications</b> (Exam = 10 credits)	1	1	<b>PERSONAL RELECTION TASK PART 1</b>	1 Leisure	1 Wk/Life
	<b>Vocational Specialisms</b> Choose 2 from 11 options (Exams = 12 credits each)	1	1		1	1
		1	1		1	1
	<b>Information Technology</b>	→	2		→	2
			VOC ED TASK	VOC ED TASK		
<b>General Education</b>	<b>Arts Education</b> (Drama, Dance, Visual Arts, Music)	→	2	→	2	
	<b>Social Education</b> (Exam = 10 credits)	1 My/Com	1 Ctp/Iss1	1 Ctp/Iss 2	1 Tk/Charge	
		→	1 Soc/Health	→	1 Soc/Health	
	<b>Languages</b> (2 exams = 6 credits each)	1	1	1	1	
<b>Leisure &amp; Recreation</b> (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
<b>1. General Education</b> <i>Originating in Arts Education, Leisure &amp; Recreation, 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%
<ul style="list-style-type: none"> <li>•Evidence of completion of <b>4 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 @ 10 credits each</b>			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

- Students should complete **all four Key Assignments** and a minimum of 90% attendance should be maintained.
- 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.
- 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.
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# 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](http://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

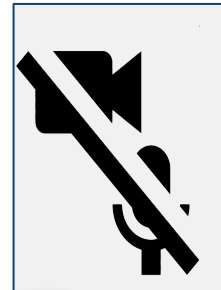
1. Title
2. Statement of Aim
3. Action Plan
4. Research Activities Undertaken (i.e. what methods)
5. Execution of the Task
6. Presentation and Analysis of Findings
7. Statement of Learning Outcomes (conclusions)
8. Evaluation of the Student's own contribution
9. Integration across the Curriculum

# 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.**

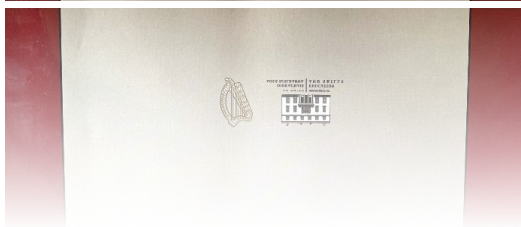
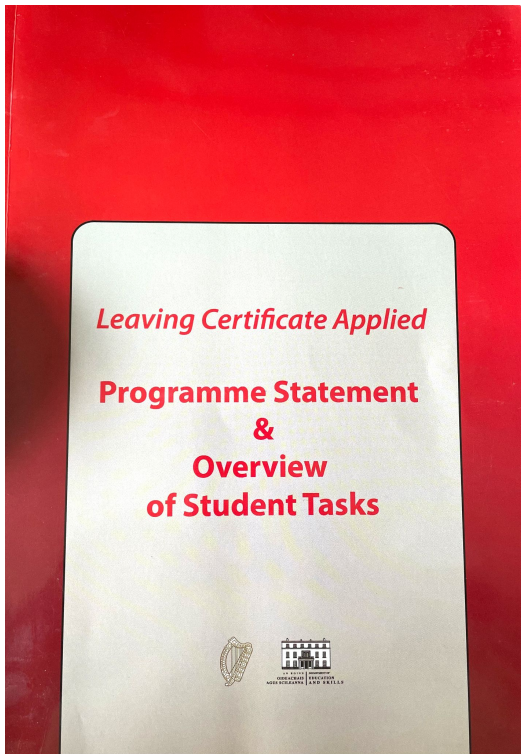


Programme Statement pg 7

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

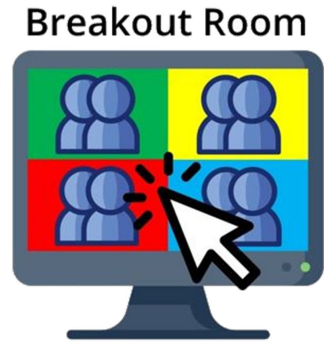


**Please unmute your  
microphone or  
share in the chat  
your key takeaways  
from your reading.**

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

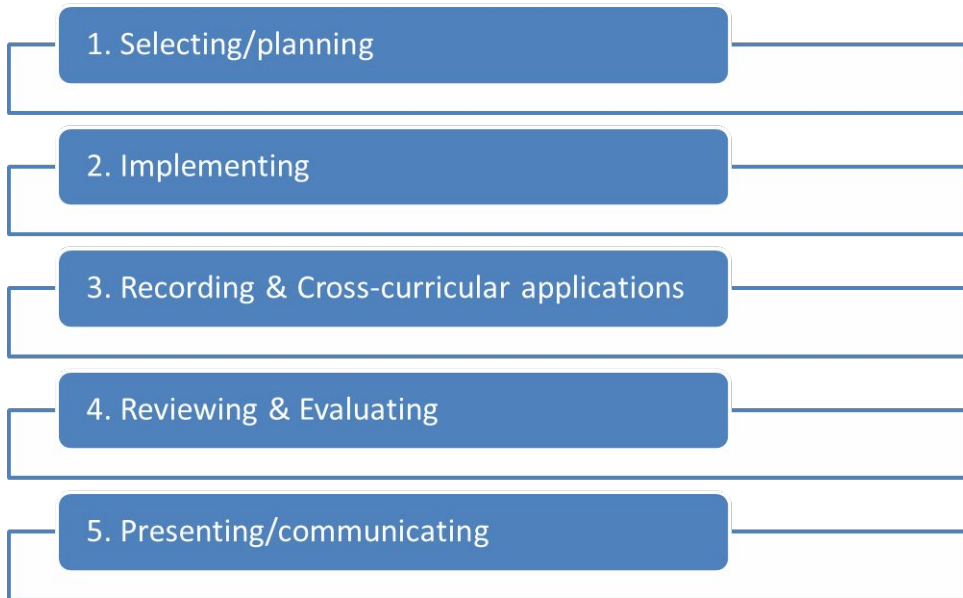
An emphasis on within learning and teacher relationship

An increased flexibility 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

# The Personal Reflection Task



# Workshop overview

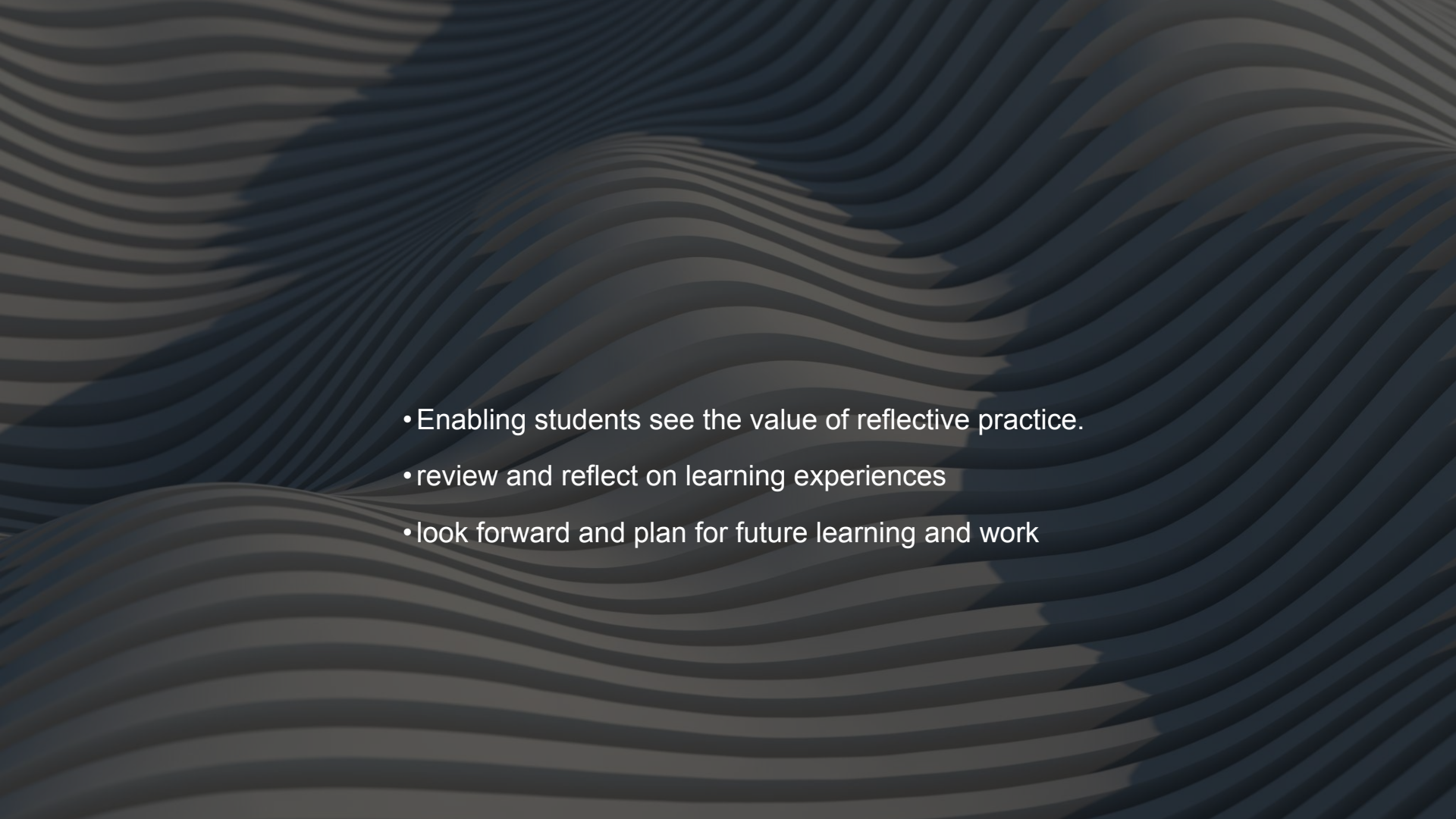
- Overview of the PRT
- Structure of the PRT
- Year One Statement
- Year Two Statement



- The Personal Reflection Task is worth 10 credits.
- The first statement is submitted in April/May of year one
- The second statement is submitted in April/May of year two
- It is the only task that doesn't require an interview

## Assessment

	Year One	Year Two
Focus of Reflection	20	20
Ability to Reflect	40	80
Media of Reflection	20	20
	80	120

- 
- Enabling students see the value of reflective practice.
  - review and reflect on learning experiences
  - look forward and plan for future learning and work

**Year One**

## Some Methodologies

- Reflective Diary/Journal/Folder/Scrapbook/Digital file
- Reflective worksheets
- Brainstorming
- Mentoring
- Discussion
- Graphic representation
- Work Exp. Journal
- Use a Picture/Poem/Song/Rap/Audio/Video/?

Timetabled each week

## Useful Links

- [32477.pdf \(scoilnet.ie\)](#)

Chief Examiners Report

To improve what should I

Continue

Stop

Start



## 2 Reflective Statements

Year One      2 concrete learning experiences

Year Two      2 concrete learning experiences  
*with a Vocational / Career Focus*

# PRT Booklet

<https://www.pdst.ie/lca/studenttasks>

Please download/print this resource from the PDST/LCA website

This resources can be used with your students and will be reviewed during the workshop

For students/parents/LCA  
noticeboard/employers/etc.

**Statement Format**

**Year One**  
*Starting Point*  
Could contain the following information:  
▶ Why did you decide to do Leaving Certificate Applied?  
▶ What hopes and concerns did you have?  
▶ How was Leaving Certificate Applied going to help you?  
*Meaningful Experiences*  
Look back on the learning experiences that you have recorded during year one of Leaving Certificate Applied. Give a clear, simple, personal account of two learning experiences:  
▶ How did you feel? Why?  
▶ What aspects of your learning have improved? How?  
▶ How have the experiences affected your thoughts, actions and plans for the future?  
▶ What have you learned about your strengths, needs and opportunities?  
*Future*  
Look back at your starting point.  
▶ What have you found out about yourself?  
▶ How can you use your experiences from this year to help you next year?

**Year Two**  
*Starting Point*  
When you started Leaving Certificate Applied, what career choice did you think you would follow when you finished? Why?  
*Meaningful Learning Experiences*  
Look back on the learning experiences which have helped you to decide on your future plans. Give a clear, simple, personal account of two learning experiences that helped you to plan for your future career:  
▶ How have the experiences chosen affected you?  
▶ State how you feel now about each learning experience.  
▶ What parts of Leaving Certificate Applied have helped you in planning for the future?  
*Future*  
Look back at your starting point.  
▶ What is your career action plan? What has influenced this plan?  
▶ How have your plans for your future developed since you started Leaving Certificate Applied?

**Assessment**

▶ **Statement 1 - Year One**  
*Submitted in May of year one*

▶ **Statement 2 - Year Two**  
*Submitted in May of year two*

*Choice of:*

▶ **400 Written words**  
or  
▶ **4 Minutes of video**  
or  
▶ **4 Minutes of audio**

**Personal Reflection**  
*...a skill that everybody uses*

Leaving Certificate Applied  
Clare Education Centre  
Government Buildings  
Kilrush Road  
Ennis, Co. Clare.  
V03 7762

## Statement Format

### Year One

#### Starting Point

Could contain the following information:

- ▶ Why did you decide to do Leaving Certificate Applied?
- ▶ What hopes and concerns did you have?
- ▶ How was Leaving Certificate Applied going to help you?

#### Meaningful Experiences

Look back on the learning experiences that you have recorded during year one of Leaving Certificate Applied. Give a clear, simple, personal account of two learning experiences.

- ▶ How did you feel? Why?
- ▶ What aspects of your learning have improved? How?
- ▶ How have the experiences affected your thoughts, actions and plans for the future?
- ▶ What have you learned about your strengths, needs and opportunities?

#### Future

Look back at your starting point.

- ▶ What have you found out about yourself?
- ▶ How can you use your experiences from this year to help you next year?

### Year Two

#### Starting Point

When you started Leaving Certificate Applied, what career choice did you think you would follow when you finished? Why?

#### Meaningful Learning Experiences

Look back on the learning experiences which have helped you to decide on your future plans. Give a clear, simple, personal account of two learning experiences that helped you to plan for your future career.

- ▶ How have the experiences chosen affected you?
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- ▶ What parts of Leaving Certificate Applied have helped you in planning for the future?

#### Future

Look back at your starting point.

- ▶ What is your career action plan? What has influenced this plan?
- ▶ How have your plans for your future developed since you started Leaving Certificate Applied?

## Assessment

### ▶ Statement 1 - Year One

*Submitted in May of year one*

### ▶ Statement 2 - Year Two

*Submitted in May of year two*

#### Choice of:

#### ▶ 400 Written words

*or*

#### ▶ 4 Minutes of video

*or*

#### ▶ 4 Minutes of audio

#### Leaving Certificate Applied

Clare Education Centre  
Government Buildings  
Kilrush Road  
Ennis, Co. Clare.  
V95 F782



Personal  
Reflection  
*...a skill that everybody uses*

# PRT writing frame year 1

<https://www.pdst.ie/lca/studenttasks>

[Please download/print this resource from the PDST/LCA website](#)

[This resources can be used with your students and will be reviewed during the workshop](#)

## PERSONAL REFLECTION TASK - YEAR 1

**Please Note:** This sample layout is NOT intended to be prescriptive. It is a suggested layout to be used at the teacher's own professional discretion. Any indication of marks is based on past exam papers and is not indicative of future marking schemes as these are determined by the State Exams Commission (SEC) each year. All feedback welcome @ lca@pdst.ie

- (1) Read the PRT Booklet and the advice on page 8 of this booklet
- (2) Read all the notes in your PRT folder
- (3) Use the writing grid below and over to help
- (4) Your PRT should be unique to you

40% ≈ 400 words



- Type your PRT if possible
- Spelling/Grammar/Layout are important
- Copying is investigated
- Be clear/logical/positive/legible/fluent
- Don't repeat reflections
- Practice writing paragraphs or mini statements about a learning experience which was meaningful to you.

### STARTING POINT ≈ 50 words

Eg.

- Why did you decide to do LCA?
- What hopes and concerns did

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## Leaving Certificate Applied Personal Reflection Task

This task requires the submission of two Statements. The first submission is due in May of Year One and the second in May of Year Two.

The statements may be in written, audio or video formats.

The information set out in this leaflet is intended to help guide you through the process of completing your Personal Reflection Statements.

### What is personal reflection?

We have a lot of experiences every day - some enjoyable, useful, interesting, painful, etc. Personal reflection helps you to pay attention to what you are experiencing and learning. Through reflection, you'll learn more about yourself and make better plans for your future.

Work for the personal reflection task, based on your learning experiences, goes on over the two years of the programme. Reflection is something you should keep in mind from the beginning of year one and you should do some work on it from time to time over both years.

It is important that you record your experiences by keeping a diary / journal or reflective folder over the two years.

## Reflecting on an Experience

1. Give the experience a name or title. e.g. "A visit to...", "Making a...", etc.
2. Write or record your expectations about how you felt before the experience. e.g. "Looking forward to...", "Unsure of...", etc.
3. Give a good description of the experience.
4. Describe your reaction to the experience. Use phrases such as:  
"I liked \_\_\_\_ because..."  
"I will never forget it because..."  
"It changed my mind because..."  
"I found it (useful / interesting / helpful) because..."  
*Your reaction must be based on some part of the experience.*
5. Describe how the experience may be useful or important for the future:
  - Would you like to do it again? Why?
  - Has the experience given you any ideas about something else you would like to do in the future? How did it do this?
  - Has it helped you to discover anything new about yourself? How did it do this?
  - Has the experience helped you to improve the way you will do something in the future? How has it done this?
  - Did it prepare you for anything in the future? In what way did it do this?

*Discuss your reflections with someone else because you will learn from the feedback you receive.*

*Read something your friend has written and ask him/her some questions about it and he/she should do the same for you.*

## Preparation

Practise writing paragraphs or mini statements about a learning experience which was meaningful to you.

You may like to use some of the following suggestions:

Learning experiences you may choose to include in your **year one** reflective statement can be triggered by:

- ▶ A module that you felt was important to you
- ▶ A task that you enjoyed or found challenging
- ▶ Out-of-school activities that were part of Leaving Certificate Applied visits you went on
- ▶ Visitors that came to your class
- ▶ The Enterprise Experience
- ▶ An encounter or special moment of self awareness
- ▶ What the Leaving Certificate Applied meant to you overall





## PERSONAL REFLECTION TASK - YEAR 1

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- Be clear/logical/positive/legible/fluent
- Don't repeat reflections
- Practice writing paragraphs or mini statements about a learning experience which was meaningful to you.

### STARTING POINT = 50 words

Eg.

- Why did you decide to do LCA?
- What hopes and concerns did you have?
- How was LCA going to help you
- Etc.....

Learning experiences you may choose to include in your year one reflective statement can be triggered by:

- A module that you felt was important to you.
- A task that you enjoyed or found challenging.
- Out-of-school activities that were part of Leaving Certificate Applied visits you went on.
- Visitors that came to your class.
- The Enterprise Experience.
- An encounter or special moment of self-awareness.
- What the Leaving Certificate Applied meant to you overall.









< 50 words

### SUMMARY

Look back at your starting point

HOW / WHY??

What have you found out about yourself →

What did the two experiences teach you →

Do you work any differently now than last year →

The ways LCA helped me plan for my future are..... → because..... (must include more than 1 point)

• How can you use your learning experiences to help you next year?

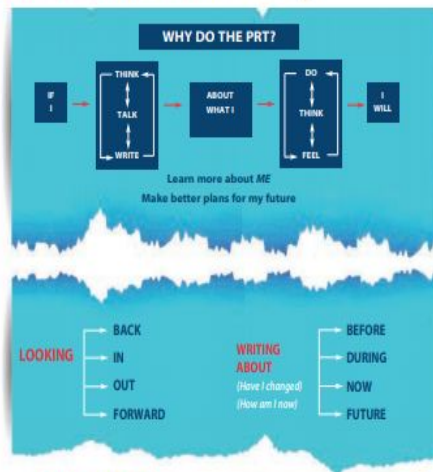
Next year I will: →

I need help in: →

During the summer I will: →

I hope to: →

## PERSONAL REFLECTION TASK - YEAR 1



### How PRT 1 is marked

FOCUS	5%	2 experiences, related to LCA
PERSONALISING	5%	Meaningful and effective use of "I" statements
STARTING POINT	5%	Feelings, expectations, clearly outlined
DESCRIPTION	5%	Well analysed, good use of value judgements
PRESENT POSITION	5%	Self-awareness supported by evidence
FUTURE	5%	Be specific
COMMUNICATION	5%	Clear, legible, well laid out
ORGANISATION	5%	Logical, easy to follow, no repetition

- Read something your friend has written and ask him/her some questions about it and he/she should do the same for you.
- Discuss your reflections with someone else because you will learn from the feedback you receive
- After writing your final draft, copy and save your PRT 1 Statement. You will need it next year to help with writing PRT Part 2. PRT Part 1 must be sent in to the SEC in May.

Please Note: This sample layout is NOT intended to be prescriptive. It is suggested layout to be used at the teacher's own professional discretion. Any indication of marks is based on past exam papers and is not indicative of future marking schemes as these are determined by the State Exams Commission (SEC) each year. All feedback welcome @ tsajp@dc.ie

# PRT writing frame year 2

<https://www.pdst.ie/lca/studenttasks>

[Please download/print this resource from the PDST/LCA website](#)

[This resources can be used with your students and will be reviewed during the workshop](#)

## PERSONAL REFLECTION TASK - YEAR 2

**Please Note:** This sample layout is NOT intended to be prescriptive. It is a suggested layout to be used at the teacher's own professional discretion. Any indication of marks is based on past exam papers and is not indicative of future marking schemes as these are determined by the State Exams Commission (SEC) each year. All feedback welcome @ lca@pdst.ie

- (1) Read the PRT Booklet and the advice on page 8 of this booklet
- (2) Read all the notes in your PRT Year 2 folder
- (3) Do not repeat what you wrote in PRT Year 1
- (4) Your PRT should be unique to you
- (5) Your Key Assignments from guidance should be very helpful

60% ≈ 400 words



- Type your PRT if possible
- Spelling/Grammar/Layout are important
- Copying is investigated
- Be clear/logical/positive/legible/fluent
- Don't repeat reflections
- Practice writing paragraphs or mini statements about a learning experience which was meaningful to your career.

**STARTING POINT** ≈ 50 words

Eg.

- When you started LCA what career choice did you think you

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## PERSONAL REFLECTION TASK - YEAR 2

**Please Note:** This sample layout is NOT intended to be prescriptive. It is a suggested layout to be used at the teacher's own professional discretion. Any indication of marks is based on past exam papers and is not indicative of future marking schemes as these are determined by the State Examin Commission (SEC) each year. All feedback welcome @ lvsjydc.ie

- (1) Read the PRT Booklet and the advice on page 8 of this booklet
- (2) Read all the notes in your PRT Year 2 folder
- (3) Do not repeat what you wrote in PRT Year 1
- (4) Your PRT should be **unique** to you
- (5) Your Key Assignments from guidance should be very helpful

60% = 400 words

What Happened

How it Affected my Career Choice



- Type your PRT if possible
- Spelling/Grammar/Layout **gg** important
- Copying & investigated
- Be clear/logical/positive/legible/fluent
- Don't repeat reflections
- Practice writing paragraphs or mini statements about a learning experience which was meaningful to your career.

STARTING POINT = 50 words

Eg.

- When you started LCA what career choice did you think you would follow when you finished? Why?
- Etc.....

Experiences you may choose to include in your year two reflective statement can be the result of self-awareness through:

- A module that you felt was important to you
- Leaving Certificate Applied courses that helped you decide what career you wanted to follow
- Mock Interviews
- Career Investigations
- Interviews with your guidance counsellor
- Visits to further education colleges/careers exhibitions
- Knowing yourself and accepting the potential within
- Having a clearer picture of what you want to do
- Work and future career plans

LEARNING EXPERIENCE 1

LEARNING EXPERIENCE 2



< 50 words

### SUMMARY

Look back at your starting point

HOW / WHY??

What is your career action plan? →

What has influenced this plan? →

What did the two experiences teach you? →

Do you work any differently now than last year? →

What are your strengths / weaknesses? →

The ways LCA helped me plan for my future are →

The skills I improved in are as follows →

Based on your 2 learning experiences, how have your plans for your future career developed since you started Leaving Certificate Applied?

## PERSONAL REFLECTION TASK - YEAR 2



- Read something your friend has written and ask him/her some questions about it and he/she should do the same for you.
- Discuss your reflections with someone else because you will learn from the feedback you receive
- After writing your final draft, copy and save your PRT 2 Statement. PRT Part 2 must be sent in to the SEC in May.

- Enterprise
- Community Work
- Vocational Preparation Classes
- Vocational Specialisms
- Other Courses
- Career Guidance
- Teachers
- Visitors to Classes
- Class Outing / Visit
- A Specific Task
- Other things you did in school/out of school

### How PRT 2 is marked

FOCUS	5%	Choses 2 vocational aspects
PERSONALISING	5%	Candidate's own personal interpretation of events
STARTING POINT	10%	Initial position, clearly outlined, giving reasons
DESCRIPTION	10%	Well analysed, good use of value judgements
PRESENT POSITION	10%	Conclusions drawn are relevant and well explained
FUTURE	10%	Be specific, related to experiences and conclusions
COMMUNICATION	5%	Clear, fluent, neat and legible
ORGANISATION	5%	Organised, logical pattern of thinking, well presented

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## Useful websites

LCA Learning Paths

<https://www.scoilnet.ie/learning-path/ref/16050/>



**PDST**   
Professional Development Service for Teachers | An tSeirbhís um Fhorbairt Ghairmiúil do Mhúinteoirí  
[pdst.ie](http://pdst.ie)  



An Roinn Oideachais  
Department of Education

**End of Seminar**