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Ghairmiúil i measc Ceannairí  
Scoile agus Múinteoirí

Supporting the Professional  
Learning of School Leaders  
and Teachers

# Leaving Certificate Applied (LCA) Task Day

## Contemporary Issues Task 2023





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# Introducing Oide



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An tSraith Shóisearach do Mhúinteoirí  
Junior **CYCLE**  
for teachers

**NIPT**  
An Clár Náisiúnta Ionductaithe do Mhúinteoirí  
The National Induction Programme for Teachers

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

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# Seminar Overview



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## Session 1

09:30 - 11:00

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

## Tea/Coffee

11:00 - 11:15

## Session 2

11:15 - 13:00

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

## Lunch

13:00 - 14:00

## Session 3

14:00 - 15:30

- Task Workshop 2
- Administration



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## 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 Oide (TBF)

Subject Seminars

Task Seminars

Co-ordinator Seminars

Collaboratives

Co-ordinator Workshops

School support

Webinars

# LCA Programme Statement Addendum



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*This addendum modifies and supplements the LCA Programme Statement to enable students following the LCA programme to access LCE Mathematics and/or a Modern Foreign Language.*



# LCA Administration Base

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

Phone: 065-6845504

E-mail: [lca@oide.ie](mailto:lca@oide.ie)

Website: [Oide.ie](http://Oide.ie)

X: [@Oide\\_LCA](https://twitter.com/Oide_LCA)





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# Oide LCA Support

<https://oide.ie/apply-book-now/teachers/>

Request LCA Oide school support

<https://dms.oide.ie/support/login>

Check here for upcoming events

@Oide\_LCA







# Rationale for LCA Tasks

Prepares learners for the demanding transition to adult and working life.

Recognises talents of all learners - programme responsive to aptitudes, abilities, needs and interests.

Provides opportunity to develop in terms of responsibility, self-esteem and self-knowledge.

Develops communication and decision making skills.

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



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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

<p>Satisfactory completion of modules + 90% attendance</p> <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>	62 credits	31%										
<p><b>7 Student tasks</b> @ 10 credits each</p> <table border="1" data-bbox="112 485 1425 606"> <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>	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>										
<p><b>Final examinations</b></p> <table border="1" data-bbox="96 698 1439 857"> <tr> <td><b>English &amp; Communication</b></td> <td><b>Vocational Specialisms (x2)</b></td> <td><b>Languages (x2)</b></td> <td><b>Social Education</b></td> <td><b>Mathematical Applications</b></td> </tr> <tr> <td><b>12 credits</b></td> <td><b>12 credits each</b></td> <td><b>6 credits each</b></td> <td><b>10 credits</b></td> <td><b>10 credits</b></td> </tr> </table>	<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>	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>								
<p><b>Total</b></p>	200 credits	100%										



# 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



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*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



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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

# Break



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# End of Session 1

# Student-centred Learning



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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:

An interdependence between teacher and learner

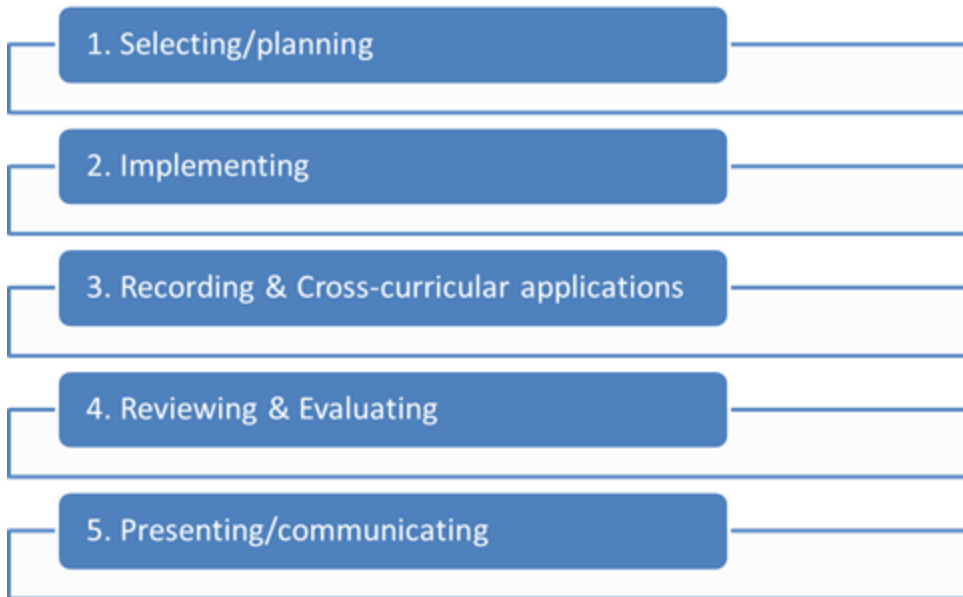
Mutual respect within the learner teacher relationship,

and a reflexive approach to the teaching and learning process on the part of both teacher and 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)*





# 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**



## 2. Implementing

Individual

Group

Methodology

Roles

Team Work

Co-operative learning

Data gathering

Investigation

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**



# 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



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[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



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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



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**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

# Contemporary Issues Task



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# 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)



## Discussion.

Choose 3 areas of work experience

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

What outside agency might be contacted?

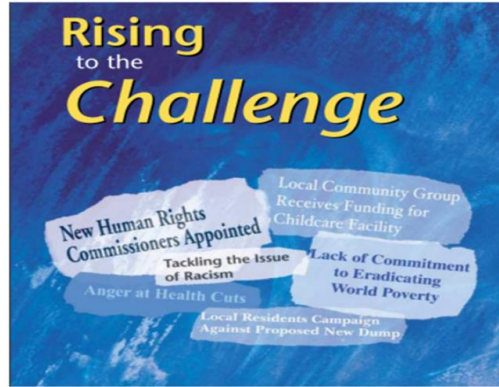
10 minutes



# Key Resource



## Rising to the Challenge



Contents	pages
General Introduction	5
Approach Advocated	8
Building a Resource Library	11
<b>Contemporary Issues I</b>	
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 W1.1 – W1.16	73
<b>Contemporary Issues II</b>	
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
<b>Contemporary Issue Task</b>	
Introduction	188
Organisational Issues	191
Teachers' Framework	197
Student Handouts	218



# 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.

- 
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

# Carrying out of Action

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

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

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



# Carrying out of Action

## Examples

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

(relevance to research/investigation)

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



# Actions

Posters

Poster competition

Model

Power point

Leaflet

Brochure

Create a game

App

Facebook page

Video/Webinar



# Summary and analysis of findings

## summary

Findings clearly stated-

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

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

# Summary and analysis of findings

Analysis

Reflection-

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

Charts and graphs can be useful (cross curricular)

# Self evaluation

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

## What I learned about myself not the issue

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

# Creativity/originality

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

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

# Effectiveness of communication and presentation

This is in 2 parts: non-oral and oral

Non-oral=folder

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

# Effectiveness of communication and presentation

Oral=interview process

- 2-4 mins presentation to examiner before questions begin
  - Can use q cards or task materials.
- 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????