Leaving Certificate Applied (LCA) General Ed Task 2023

Introducing Oide

Seminar Overview

Session 1 09:30 - 11:00	• Welcome and Introductions • OIDE 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

Oide

What we are	**What we are not**
Teachers and school leaders	Evaluators
Teacher Educators	Policy makers
Facilitators/Enablers	Curriculum developers
Purveyors of lifelong learning	Providers of solutions

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Supports Provided by Oide

Subject Seminars

Task Seminars

Co-ordinator Seminars

Collaboratives

Co-ordinator Workshops

School support

Webinars

LCA Programme Statement Addendum

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.

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LCA Administration Base

Clare Education Centre,

Government Buildings,

Kilrush Road,

Ennis, Co. Clare.

Phone: 065-6845504

E-mail: lca@oide.ie

Website: Oide.ie

X: @Oide_LCA

PDST LCA Support

www.oide.ie/schoolsupport

Request LCA OIDE school support

www.oide.ie/onlinebooking

Check here for upcoming event

OIDE 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.oide.ie/schoolsupport

- OIDE Collaboratives

- Other elective workshops e.g. LCA Co-ordinator planning

Curriculum Framework

LCA Curriculum Framework & Credits Allocation

https://vimeo.com/831204640?share=copy

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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

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

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 *Vocational Preparation* *Vocational Education (x2)* *General Education* *Contemporary Issue* *Personal Reflection* *Practical Achievement*	70 credits	35%
Final examinations	68 credits	34%
Total	200 credits	100%

7 Student tasks @ 10 credits each

Vocational Preparation	Vocational Education (x2)	General Education
Contemporary Issue	Personal Reflection	Practical Achievement

Final examinations

English & Communication	Vocational Specialisms (x2)	Languages (x2)	Social Education	Mathematical Applications
12 credits	12 credits each	6 credits each	10 credits	10 credits

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
Cor na Madadh, Baile Átha Luain, Co. na hIarmhí, N37 TP65
Connamhaly, Athlone, Co. Westmeath, N37 TP65

Taileafón: +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*.

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.

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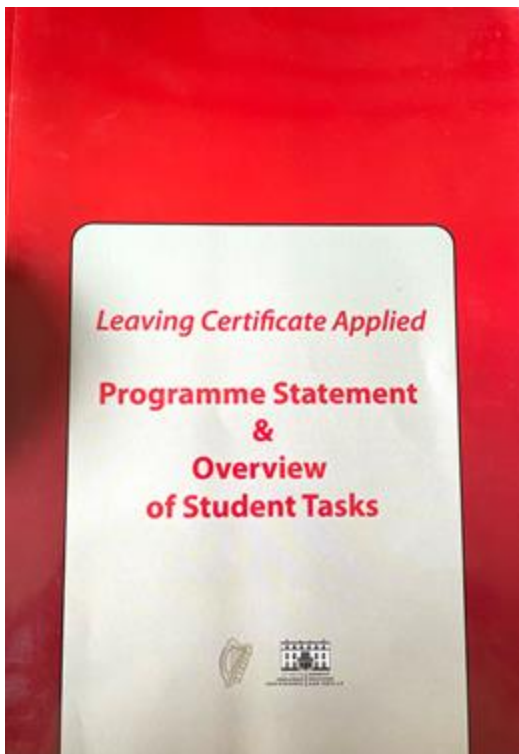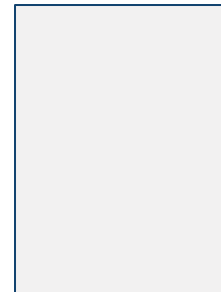
Programme Statement pg 7

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

Leaving Certificate Applied

Programme Statement
&
Overview
of Student Tasks

Breaktime

Programme Statement Feedback

Please share your key takeaways

from your reading.

Student-centred Learning

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

With Tasks in mind…

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.'

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

Oide.ie

PDST Active Learning Toolkit

Scoilnet

Photo by Basil James on Unsplash

There are 7 tasks

Each task is worth 10 credits

General Education

Vocational Preparation

Vocational Education Task X2

Contemporary Issue Task

Practical Achievement Task

Personal Reflection Task

General Education Task

Linked to and Anchored in one of the General Education Subjects

- Social Education

- Languages

- Art Education

- Leisure and Recreation

Timing

Each year of the two year Leaving Certificate Programme is divided into to sessions

Session 1 September to January

Session 2 February to June

The General Education Task is carried out in LCA1

In Session 1. It is their first task.

What is a student Task?

"A practical activity and/or process of reflection through which the student integrates and applies learning experiences gained from undertaking the Leaving Certificate Applied programme to some or all of the following"................

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Types of Tasks

1. The Development of a Product/ Production or Live Performance.

2. The Investigation of an Issue.

3. The Provision of a Service/Staging an Event/ Enterprise Activity

Where to base the task?

Base the Task in the Module relevant to your students.

Main Purpose of the Student Task

Work together to discuss what the main purpose of the tasks are?
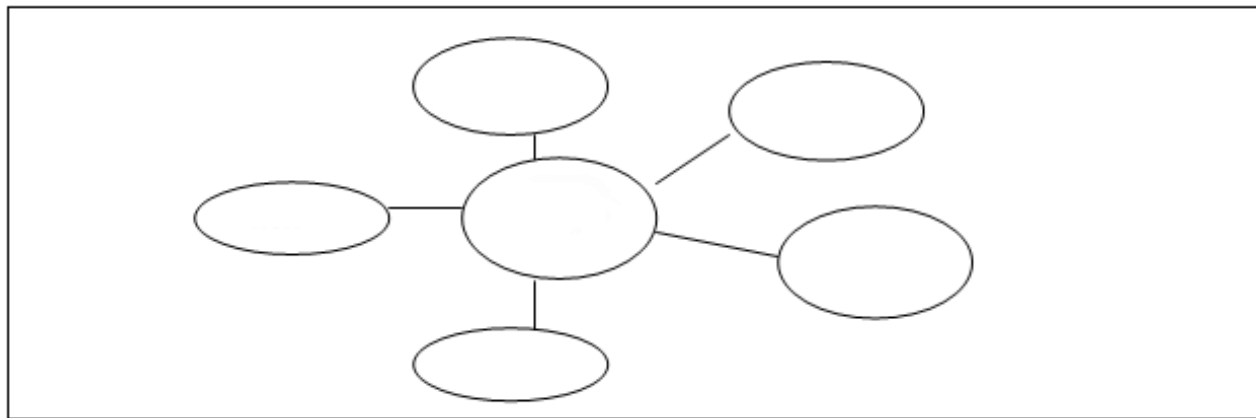
Deciding on the type and scope of the task

Students level of skills

Resources available

Time

Cost

Research

Manufacturing items is slow work!

Students often aim way beyond what is achievable.
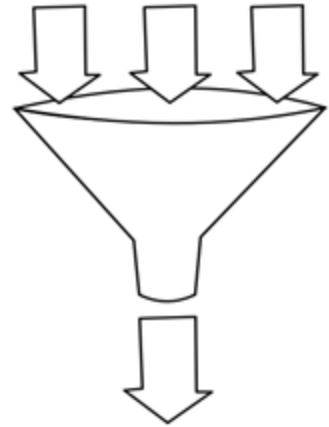
Getting started

Brainstorm for task ideas. Activity….use of graphic organiser?

Students should contribute ideas
Ensure that the task is Matched to the marking scheme.
Activity. Match the task to the marking scheme…..using the list of tasks generated above

Service examples

Leisure and Recreation

Host a basketball or soccer blitz for first years.

Leisure and recreation

Product

Design a active lifestyle plan for different age groups.

Investigation

Research the use of drugs in sport. / link between exercise & mental health / diet/ sleep ……..

Leisure and Recreation

➢ Event - host a wellbeing Week (each student assigned a day)

➢ Product... again Autism friendly brochure for local clubs that are inclusive.

➢ Investigation into an element of sport Olympics, sport heroes...

Languages

➢ Event: Host a French themed week

➢ Product: create a French dictionary - record their voices for pronunciation for their pages for a first year class.

➢ Investigation: Investigate into French culture with a presentation.

Social Education

➢ Investigation into a local historical event Inc guest speaker/historian

➢ Product create a podcast on a local historical event Inc an interview.

➢ Product create an Autism friendly brochure for places in their local community.

Arts

➢ Event - Host (also investigation)a Halloween event of halloween around the world costumes ...also soc Ed other cultures.

➢ Event - Art Exhibition

➢ Product create a photography calendar/ greeting cards etc

Assessment Criteria Activity

	9 - 10 Credits	7 - 8 Credits	5 - 6 Credits	4 - 4 Credits	1 - 2 Credits	0 Credit
Aim						
Planning						
Quality						
Organise/engage/ apply skills						
Creativity						
Originality						
Evidence of student ability						
Evaluation and review of targets						
Integration						
Report						

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The 5 Main Stages of the Student Task

1. Selecting and planning

Key questions...Page 63

Why the task was chosen?/ Where will I get information?

Set target dates?

Take pictures/make sketches

WHAT YOU WILL DO

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2.Implementing

Is it a group or individual task?
Everyone needs their own job
What equipment is needed?

How will information be collected?

Make a checklist

WHAT YOU DID?

3. Recording and Cross Curricular applications

Students keep a record of work done each day, a diary or logbook

Include drawings, pictures, questionnaires

Put a contents page at the start of the report

Acknowledge help given

Include calculations

List of courses that helped

PHOTOS ARE YOUR BEST FRIEND

Date	Work completed

4. Reviewing and Evaluating

List what was learned

What was liked/ disliked?

What went well/ badly

Problems

Overcoming obstacles

How to improve the task

What was learned about self

Let them answer honestly here- they didn't have to like their role/ or how it went but they must explain why.

5. Presenting and Communicating

Clarity

Individuality

Sequential information

Keep the report concise and focused

Report written in own words

Use headings

Reflect on success and difficulties

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Assessment Criteria Activity

	9 - 10 Credits	7 - 8 Credits	5 - 6 Credits	4 - 4 Credits	1 - 2 Credits	0 Credit
Aim						
Planning						
Quality						
Organise/engage/ apply skills						
Creativity						
Originality						
Evidence of student ability						
Evaluation and review of targets						
Integration						
Report						

	9 - 10 Credits	7 - 8 Credits	5 - 6 Credits	4 - 4 Credits	1 - 2 Credits	0 Credit
Aim	Clear	good	Reasonable	Limited	poor	
Planning	High	Adequate	Limited	Poor	Very Poor	
Quality	High	good	Reasonable	Poor	Poor	Incomplete
Organise/engage/ apply skills	comprehensive	clear	some	poor	little	
Creativity	Demonstrated					
Originality	high?	Some evidence				
Evidence of student ability	Very clear/ authentic	Clear evidence	Some evidence			
Evaluation and review of targets	High?	Adequate	limited	little	Very little	none
Integration	Very clear	clear	reasonable	little/none	Not evident	
Report	Well structured	Well written and presented	good	acceptab;e	Very poor	

Provision of a Service or Staging an Event
LCA 32

PDST Marking

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A Product
LCA 30

PDST Markings

An Investigation
LCA 31

PDST Markings

Cross curricular applications

Mathematical applications

Information Technology

These are both Mandatory areas of cross curricular application in the Vocation Education Task

Also…

Link in with subject teachers- for relevant parts of the task.

The Student Task report

The title
The statement of Aims
The Plan of Action
Carrying out the student Task
Presentation and Analysis of Findings
Evaluation of the Student Task and of the Student's Own .
Cross Curricular
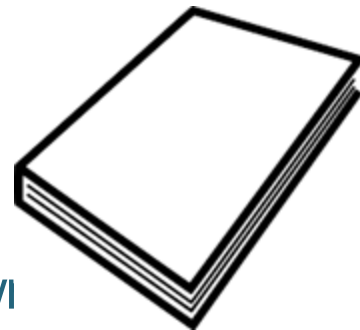
** Also marked

Creativity originality/ Innovation

Effectiveness of communication and Presentation

The work of the task should not be the sole responsibility of just one teacher but it should be overseen by an assigned teacher

The task does not need to be typed

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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

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LCA

Responsibility for the Task

This rests with the student

Work completed must be the students own work

The teacher advises and guides the student

(program statement page 28)

The teacher assigned to the task should know the students strengths and assign their individual jobs/roles accordingly.

Tasks are a chance to create successful experiences for them.

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How many credits are for each task

10 Credits per task 5% of the total programme marks.

To get the credits students need to produce evidence of task completion.(Product,Video....or verified by the school)

Produce a report

Present for Interview- The interview is there to give them marks where possible.

An appeals process is available if the student is unhappy with the credits awarded

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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?

Photo by LinkedIn Sales Solutions on Unsplash

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

Getting ready for the interview

Bind all reports and put on exam numbers

Label all products with student numbers

Make a running order of candidates

Get the students to sign the P2 form

Check for SEN candidates and inform examiner

Run mock interviews

Make a list of interview questions

The interview.   + or -20%

Ensure that all candidates are present for the initial group meeting with the examiner who has been appointed by the SEC.

The interview involves a discussion between the examiner and the student of the work submitted in the task.

20 minutes is allocated to each student.

5 minutes minimum is for the discussion and the remainder of the time is used to mark the report.

10 mark section +-2

20 mark section +-4

Can there be more than one group task undertake in a class of students?

Yes

Also both individual and group tasks can be presented within the same class

Can key assignments from coursework be included in a student task?

Yes, but they must be expanded on

Can the task be undertaken on a group basis?

Yes

Group roles and Individual roles need to be very clearly identified and should be meaningful

While working as part of the group the individual student should take 10 hours to complete the task

The student needs to be able to describe both the group and individual task

In carrying out section- they need to describe both group and individual parts.

When does the task need to be finished?

The SEC decide on finishing dates and the LCA Coordinator is informed.

What happens if a student is absent?

In normal circumstances no extra time is allowed to complete the task.

However is a student is absent from school the week immediately prior to the finishing date, they may be allowed a maximum of five school days to complete the task.

If a student is absent on the day of the interview?

Depending on the reason for absence the student may be afforded the opportunity to attend for a deferred Task interview at a later stage.

How long should the various elements of the Student Tasks be kept in school?

All work relating to the task should be kept until the closing date for appeals for that task.

Recommendations

LCA Chief Examiners Report 2014

- For full details go to www.examinations.ie

LCA Inspectors Recommendations

- PDF available @ www.pdst.ie/lca

Any Questions?

Evaluation

**End of
Session 3**

2023

Thank you!