



Leaving Certificate Applied **Development Day**

2024



Seminar Overview

Session 1 10:00 - 11:00

Welcome and Introductions

Learning outcomes

An Overview of the LCA Programme and addendum

Tea/Coffee 11:00 - 11:15

Session 2 11:15 - 13:00

Subject specific content Activity and discussion

> Lunch 13:00 - 14:00

Session 3 14:00 - 15:30

Evaluations Subject area: Practical strategies for teaching, learning and assessment

Plenary



Introducing Oide



Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí Scoile agus Múinteoirí

Supporting the Professional Learning of School Leaders and Teachers











LCA Supports Provided by Oide

Subject Seminars

Task Seminars

Co-ordinator Seminars

Collaboratives

Co-ordinator Workshops School support

Webinars

By the end of this seminar participants will have:

Become familiar with the curriculum and assessment procedures in LCA.

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

Become familiar with your subject specific module descriptor.

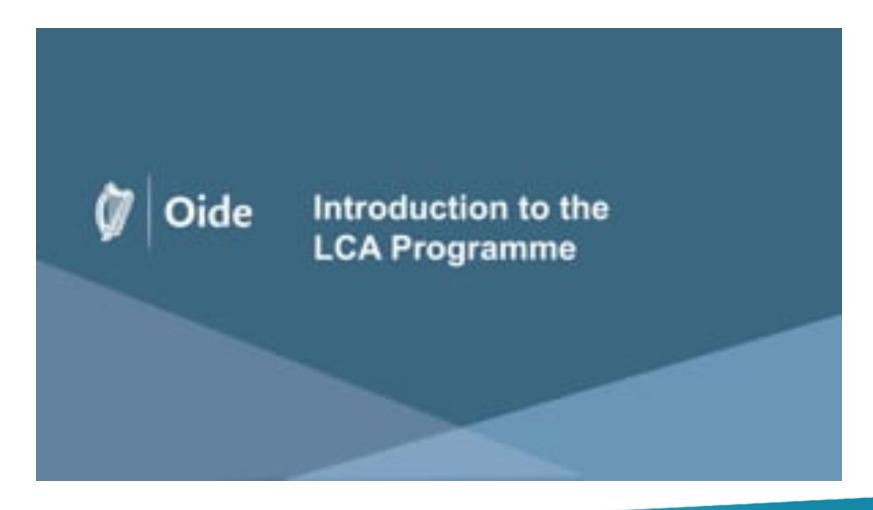


What do you hope to get from today's seminar?



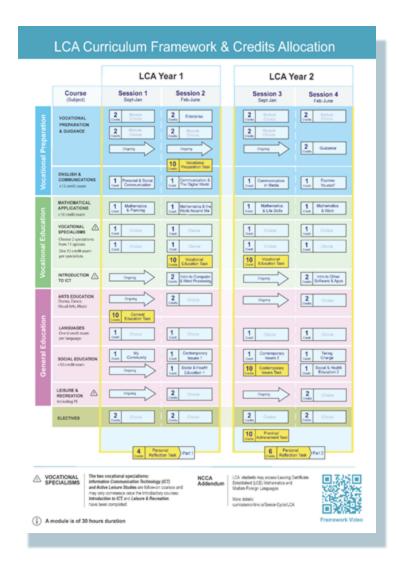


Introduction to the LCA Programme



Curriculum Framework





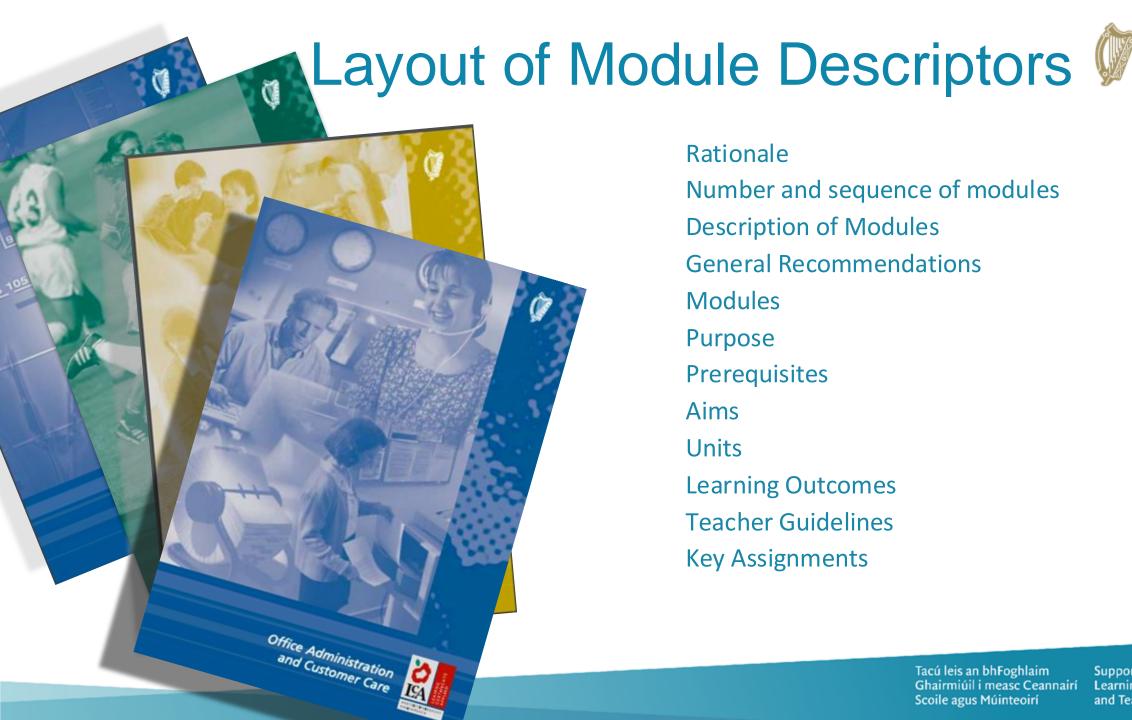




LCA Programme Statement Addendum



"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."





Rationale

Number and sequence of modules

Description of Modules

General Recommendations

Modules

Purpose

Prerequisites

Aims

Units

Learning Outcomes

Teacher Guidelines

Key Assignments

Transdisciplinary Nature of the LCA Course



English & Communications

Communications and the working world

Visual Arts

Module 1: Individuality & Identity

Religion
Module 1:

Looking in

Unit 2:

Oral communication and listening skills

Gaeilge

Module 1: An Ghaeilge thart timpeall orainn

Sign Language

Module 1: Making Contact MFL

Module 1: Social Relationships

> Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí



LCA Curriculum Framework

Vocational Preparation	 Vocational Preparation & Guidance English & Communications
Vocational Education	 Mathematical Applications Vocational Specialisms* (Choose 2 from 11 options) Introduction to Information Communication Technology
General Education	 Arts Education (Dance, Drama, Music, Visual Arts) Social Education Languages (Gaeilge and French/Italian/German/Spanish) Leisure & Recreation (including Physical Education)
Elective courses	Religious Education (for example)Science (for example)

Assessment



LCA Modes of Assessment									
Satisfactory completion of modules + 90% attendance								62 credits	31%
•Evidence of completion of key assignments for each module								Creares	
•One credit per course module in which there is a final exam									
•Two credits per c	ourse m	odule in v	which there is N	IO final e	xam				
7 Student tasks @ 10 credits each]	70	35%
,		Vocational Education (x2) Personal Reflection			General Education Practical Achievement			credits	
Final examinations								68	34%
English & Communication	Vocational Specialisms (x2)		Languages (x2)	Socia Educati		Mathematical Applications		credits	
12 credits	12 credits 12 credits each		6 credits each	10 cred	its	10 credits			
Total								200 credits	100%



LCA Certification

Awarded at three 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'

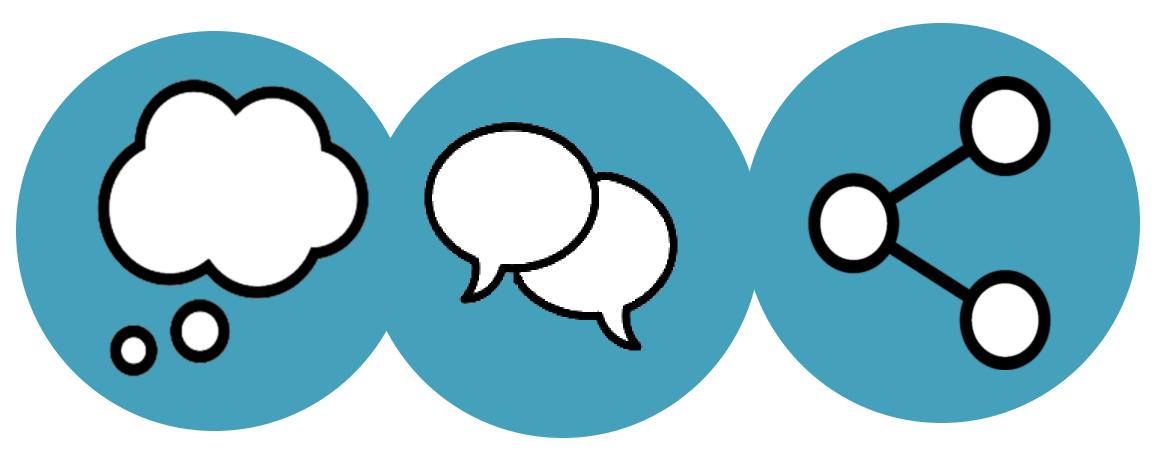


LCA Modes of Assessment

LCA Modes of Assessment							
Satisfactory completion of modules + 90% attendance	62 credits	31%					
Evidence of completion of key assignments for each module	credits						
One credit per course module in which there is a final exam							
Two credits per course module in which there is NO final exam							

What is a Key Assignment?

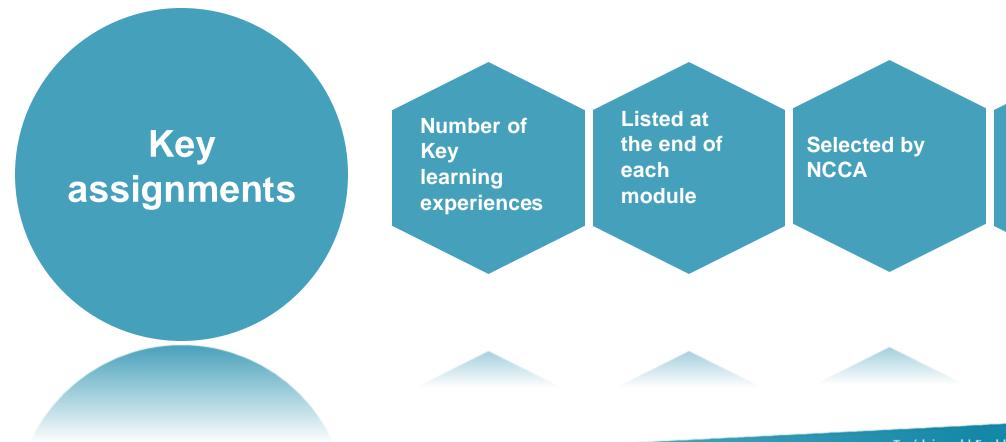




Share Pair Think



What is a Key Assignment?



Verified

completed

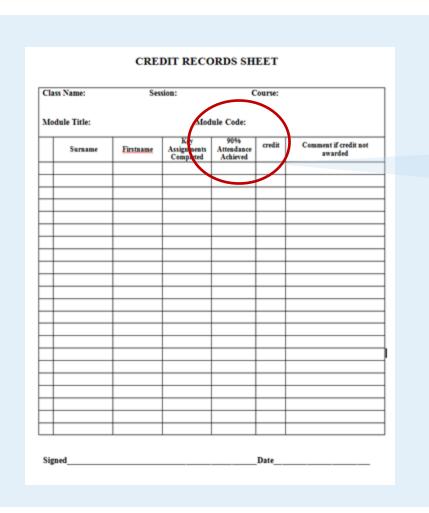
by teacher



LCA Modes of Assessment								
Satisfactory completion of Evidence of completion One credit per course Two credits per course	62 credits	31%						
7 Student tasks @ 10 cm	70 credits	35%						
Contemporary Issue	Personal Reflection	Practical Achievement						



Credit Records



It is essential to keep a record of attendance for EACH MODULE





Task	Credit	%	Completed in session	Assessed
1. General Education Originating in Arts Education, Leisure & Rec., 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 - 1 st specialism Originating in one Vocational Specialism	10	5	2	May/Yr 1
4. Vocational Education - 2 nd 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						62 credits	31%		
Evidence of completion of 4 key assignments for each module								creares	
One credit p	er cou	ırse modu	ule in which th	nere is a f	ina	l exam			
Two credits	per co	urse mod	lule in which t	here is N	O f	final exam			
7 Student tasks @ 10 credits each							70	35%	
Vocational Preparation	ocational Preparation Vocational Education (x2) General Education				credits				
Contemporary Issue		Personal Reflection Practical Achievement							
Final examinations							68	34%	
English & Communication	_	tational Languages (x2) Social Mathematical Education Applications			credits				
12 credits	12 cr	edits each	6 credits each	10 credit	10 credits 10 credits				
Total							200	100%	
							credits		

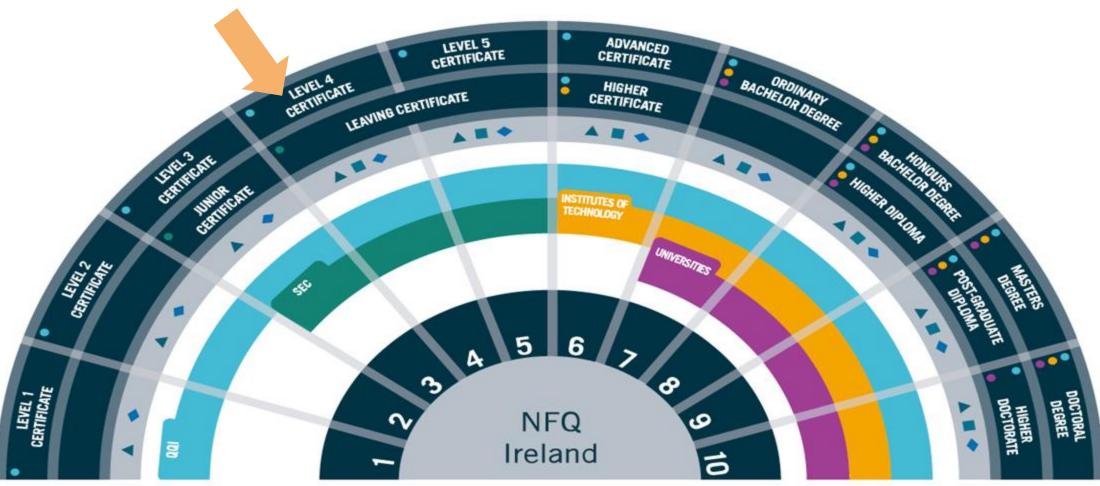
Final Exams



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



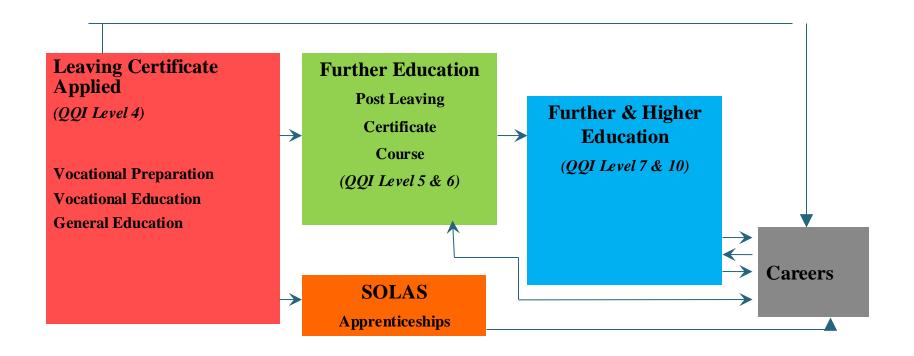
National Framework of Qualifications (NFQ)





Opening up New Options

The Leaving Certificate Applied Route Map



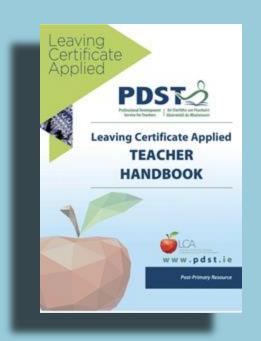


Useful Links

Chief Examiners Report 2014



LCA Teachers Handbook



LCA Programme Statement



Supporting the Professiona Learning of School Leaders and Teachers

Session 2

LCA Modern Foreign Languages - Overview





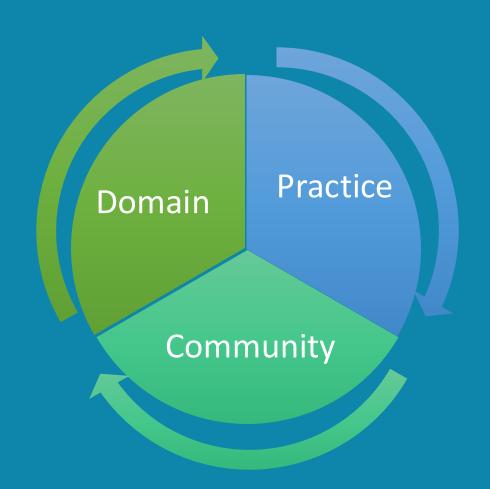
Communities of Practice



Participating in a community of professional practice.

"...a group of professionals informally bound to one another through exposure to a common class of problems, common pursuit of solutions and thereby themselves embodying a store of knowledge"

N. Manville & N. Foote (1996)





Our focus for today is to....

Provide an overview of the content and requirements of the Leaving Cert Applied MFL curriculum

Explore both MFL Modules and the four corresponding Units of Learning

Explore active learning strategies for teaching, learning and assessment

Collaboratively plan a unit of learning for one of the eight LCA MFL Key Assignments



Rationale

The MFL LCA modules are designed to encourage Leaving Certificate Applied students to

Take up the challenge of learning a language

Develop a basic level of language competence











Key Principles

Student centred curriculum

Personal and Social Development

Integration across the curriculum

Teamwork

Literacy and numeracy skills

Links with the community

Reflection



Modern language descriptor LCA MFL

https://tinyurl.com/5yb3xrd7

P. 14 & 18



National Council for Curriculum & Assessment





LCA MFL - Two Modules - 4 units in each module - 8 in total (8 credits)

Eight Key Assignments - four in each module (2 credits)

SEC LCA Paper (Reading, writing & listening comprehensions

Oral examination - (Second two weeks in May) (Exams - 6 credits)



8 Units - 4 in each module

Module 1: Social Relationships

Unit 1: Introduction and Greetings

Unit 2: Numbers

Unit 3: Likes/Dislikes

Unit 4: Food and Drink





8 Units – 4 in each module

Module 2: Finding the Way

Unit 1: Travel and Transport

Unit 2: Shopping and Services

Unit 3: Accommodation

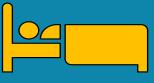
Unit 4: Money











Key Assignments 2 Credits



Each Unit contains a Key Assignment (8 in total)

Key Assignments aim to;

Engage students in authentic tasks

Intrinsically motivate students

Support and revise all aspects of the exam

(reading, writing, aural and oral)

Module 1 - Key Assignment 1



I made an Identity card for myself containing five pieces

of information in my chosen language. I included

the following headings and information:

Surname

Christian name(s)

DOB

Nationality

Home address

Occupation

Alphabet

Numbers

Countries / Maps

Verbs

To live; To have; To Be





Speaking in my chosen language, I *recorded* myself asking several other students about **three** things they like and **three** things they dislike in life

Subjects,

Colours, food, clothes,

Hobbies - sports, films, music

Adjectives !!!

Verbs

To like; To dislike; To have; To Be









I researched one aspect of my chosen country that I find interesting and

presented my findings to the class in English or Irish

Posters
Speeches
PowerPoint
Storyboard
Audio

(Link to Module 2 – Key assignment 2)











I recorded a role-play where I took an order and gave an order from a menu in my chosen language.

Identify a starter, main course and dessert

6 fruit & 6 veg

Main meats / fish

Snacks / fast food

Desserts & drinks

Say:

Excuse me please

I would like

I like & I don't like

Why?

Verbs

To want; To eat; To drink Adjectives !!!





I role-played and recorded buying a train ticket in my chosen language

Spell his/her name and the names of others

Ask for directions

Ask for and buy a train ticket (single/return)

Money

Use the 24-hour clock / numbers

Recognise signs

Verbs

Maps / Buildings

To want; To go; To be

Recognise and say;

I understand a little

I can read/speak a little

Could you repeat that please?

How much?





I researched and reported the organisation of a trip to my chosen country. This included information on passport requirements, cost of travel and flights

Numbers / telephone / money

Days of the week

Months

Dates

24 – hour Clock

Restaurants / Food

Maps / Buildings



🕼 Oide

I made and recorded a phone call to book accommodation in my

chosen language

Hotels, youth hostel, camp site

Single room, double room

With bath, with shower

Dining room

Spell his/her name and the names of others

Numbers / telephone / money

Verbs

To reserve; To arrive; To want

Say:

How much?

Please / Thankyou





I presented a poster of 5 different hotel signs in my chosen language

Describe various signs and facilities found in accommodation

Entrance, Exit

Smoking, No Smoking

Dormitories

Waiting Room

Parking, No Parking

Swimming Pool, Tennis Courts, Beach







Recap....Key Assignments



Four per Module (8 in total)

Simple and fun learning exercises (1 hour max)

Classroom based exercises

No exam marks (2 Credits)

Support the exam

Signed in by the student (School roll)

Teacher dates and retains final assignments





Key Assignments for Modern Languages

Recommendations for presentation & storage

Title of Module and Key Assignment

Student name

Record the date

Student signature upon submission

Keep all in a Key Assignments in a folder

(LCA Coordinator will collect and submit accreditation on portal)

Key Assignment submission sheet Credit record sheet



Class Name:	Ses	Session:		Course:	
Module Title:		Modul	e Code:		
Surname	First name	Key Assignment 1	Key Assignment 2	Key Assignment 3	Key Assignment

Surname First name Assignments Attendance submitted to credit Comment if c								
Surname First name Assignments Attendance submitted to credit Comment if c	Cla	ss Name:	Ses	Session: Course:				
Surname First name Assignments Attendance submitted to credit Comment if c	Module Title:			Module Code:				
		Surname	First name	Assignments	Attendance	submitted to	credit	Comment if credit not awarded
	+							
	7							
	1							
	1							
			_					



Course Code - Module - Module Code - Module Title

+ 1 +	10	French	10 11	Social Relationships Travelling and Finding the way
	11	German	10 11	Social Relationships Travelling and finding the way
	12	Spanish	10 11	Social Relationships Travelling and finding the way
	13	Italian	10 11	Social Relationships Travelling and finding the way

Yr. 1 - Session 1 / Session 2 (5LCA) Yr. 2 - Session 3/4 (6LCA)

Listening, reading & writing comprehension Content



Numbers and Food & Drink are common topics across all sections of the exam

Greetings, basic phrases about oneself and others, days, months,

telephone, 24 hr clock, shopping & money, chosen country and the

main cities, directions, likes & dislikes, booking a train ticket, booking

accommodation, holidays, tourist office, buildings

Verbs & Adjectives

Exam Sections and Marks



Listening, reading & written comprehension & oral Credits

Section 1:

Listening Comprehension - 20 Minutes

35 Marks

Section 2:

Reading Comprehension and Written Exercise - 40 Minutes

30 Marks

Section 3:

Oral - 5/8-minute (2nd / 3rd week of May)

35 Marks

Listening Comprehension - 8 questions

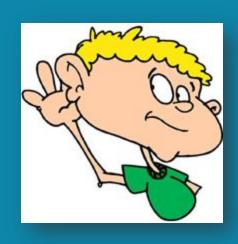


Q 1 Introductions: Listen to people talking about themselves & write down the information (Name, Age, Jobs, Pastimes)

Q2-Numbers (Telephone Numbers)

Multiple choice: Listen to two conversations.

The telephone number of the bookshop is:



Q 3 to 8 - mixed topics every year

Q1 & Q2 are usually in the same format in all 4 languages

All 4 languages have the same topics

35 marks – 20 minutes

Reading comprehension & written exercise



6 questions

No full sentences are expected - Key words and a few phrases only

Multiple-choice questions are given

Own words in English for answers

Close test in T.L. final question (words given)

Questions can be mixed topics from year to year



20 minutes – 30 marks



Reading comprehension & written exercise

Exam Question Topics

Basic Signs

Food/ drink menu

Basic information on a person

Tourist information

Identity card fill in (words given)

Close test fill in (words given)



Group Activity

Look at 2022 and 2023 papers compare question content

note common topics

Write your feedback down by writing question number and topic

Do any questions come up as the same number every year?





Exam Papers

https://www.examinations.ie

























Oral Exam Format



3 sets of questions -

AWARD MARKS FOR BEST 3/5 marks each)

Greeting, welcoming, getting started (5 marks)

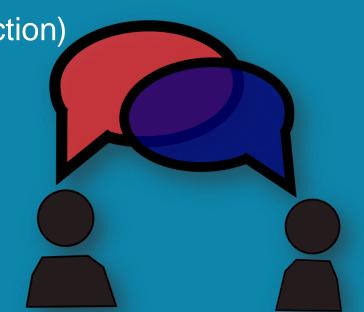
Recounting, describing, and expressing opinions (30 marks)

Asked on 5/6 topic areas (3/4 questions asked on each section)

At least 1 verb to attain 3 marks or over (0-1) (2 - 3) (4 -5)

2 verbs used correctly can attain full marks

Always use the formal voice



Getting started – Greeting & welcoming (5 marks)



No need for complete sentences but T.L. is expected to be attempted or used

Good morning

How are you?

What is your name?

Your first name?

Your surname?

Your exam number? (student lists out in single digits)

Sign here please

Say:

I don't understand

Could you repeat that please?

Understand: Sit down please

Oral Exam Content



Students are expected to use basic phrases about themselves only

Age/ Birthday

Family/ names

Town/ transport to school

School start time/ finish time

Subjects list - favourite one. Why?

Sports - favourite one. Why?

Music / Group favourite one. Why?

TV / Cinema /Actor favourite one. Why?

Food / Drink – favourite one. Why?

Examiners will ask 5 questions in each of the 3 clusters/ topics and total the best 3 questions

(Thus, lowest two are discounted giving students every chance)

Supporting the Professiona Learning of School Leaders and Teachers

Session 3

Practical strategies for teaching, learning and assessment

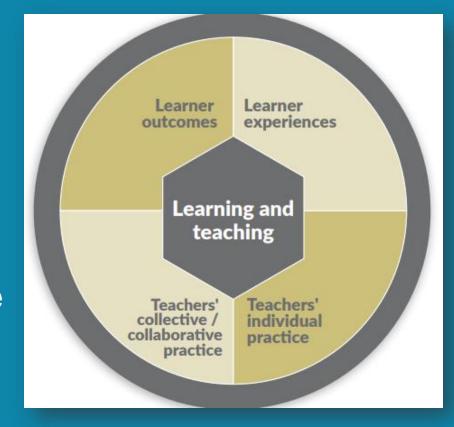
2024





Looking at Our School 2022: A Quality Framework for Post-Primary Schools Inspectorate August 2022

Learner outcomes relates to what the learner knows or can do, and what their attitude to learning is. Learner experiences relates to the kind of experiences the learner has when they are learning (Laos, 2022)



Looking at Our School 2022: A Quality Framework for Post-Primary Schools Inspectorate August 2022

Teachers' individual practice relates to teachers and how they teach. The term 'individual practice' is used because it focuses on the individual practices of the teacher in areas such as their preparation, their methods and how they respond to students' needs (Laos 22)



Teaching, Learning and Assessment Strategies



Do our TLA strategies support student learning and move the learning forward?

Do they

suit the current level of knowledge of the students?

include innovative, creative and engaging teaching methods?

meet the individual needs of the students?

include the use of digital technology?

assess the student work and provide feedback?

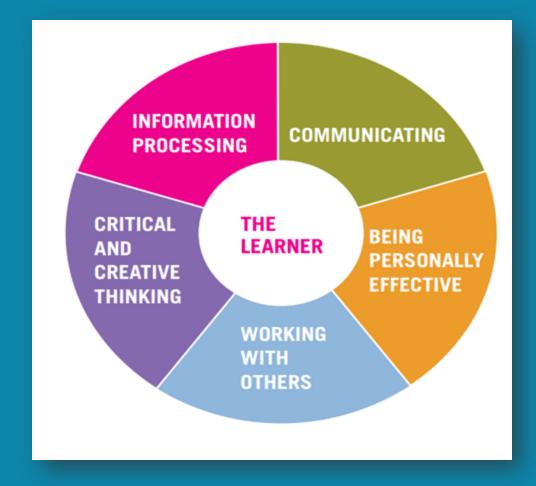




Developing Senior Cycle key skills

Thinking about the LCA MFL classroom, how do you create opportunities for students to develop the five senior cycle key skills?

Does the learning experience encourage self-confidence, responsibility, co-operation, teamwork, problem solving, independence, decision making and initiative?



Active Learning Strategies



LEARNING

Inquiry-based

Active learning strategies should be used as much as possible e.g., crosswords, quizzes, pair-work, map reading, vox pop, questionnaires, visitor to the classroom.

Use of the local community should be linked to the module, e.g., travel agents, native speakers living in the community, industries etc.

(LCA Handbook NCCA)

Cross-Curricular & Community Links should be encouraged

Assessment



As part of their classroom work, students engage in *assessment* activities that can be either formative or summative in nature.

"Formative assessment has more effect on learning than any other single factor"

(Black & Wiliam, 1998)

Assessment OF Learning (Summative)	Assessment FOR Learning (Formative)
Happens after learning takes place	An integral part of learning process
Information is gathered by teacher	Information is shared with learner
Information is usually transferred into marks	Information is available on quality of learning
Looks back on past learning	Looks forward to the next stage of learning

Feedback



Effective feedback and assessment practices drive the learner forward, supporting their intrinsic motivation, developing their critical thinking skills and language skills

Feedback should be

forward looking, positive, & constructive

task centred not ego centred

medal and mission (Black & Wiliam, 1998)

Feedback can take many forms such as formal or informal, oral, written, descriptive, evaluative, peer and self-assessed feedback, real-time.





Effective feedback and assessment practices drive the learner forward, supporting the development of skills including critical thinking and inquiry-based learning

Retrieval practice
exercises at the start of
class to consolidate
learning and deepen
understanding

Engage in independent,
paired or group
assessment activities
using Quizziz, Quizlet,
Languagesonline.org.uk,
etc.

Engage in problem solving activities based on the content accessed at home

Teacher and peer support to address misconceptions or misunderstandings

Practice and apply concepts and skills with the support and guidance of the teacher and peers

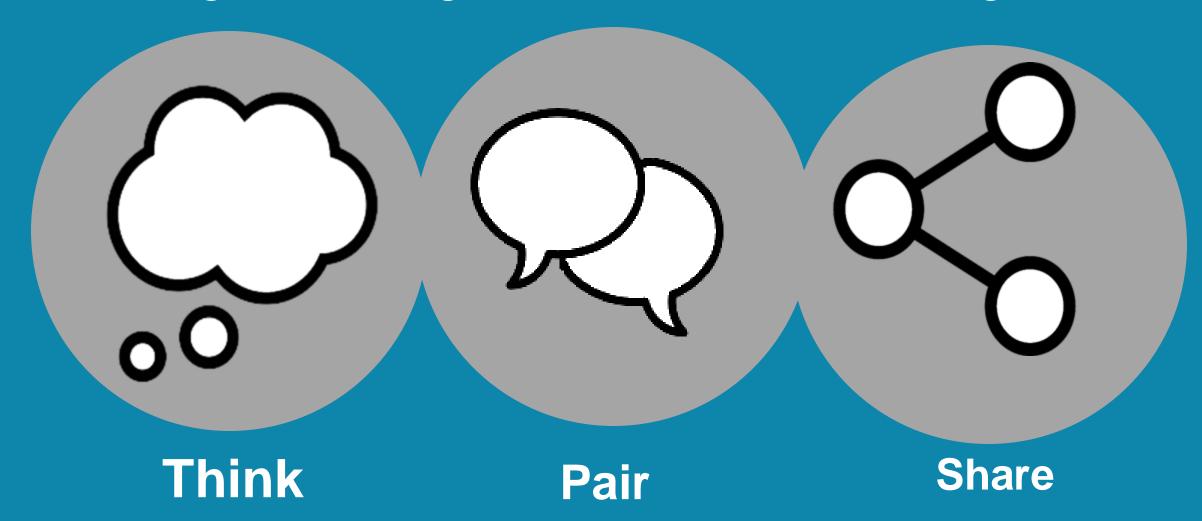
Share and explain thought, feelings and opinions on a topic with peers

Participate in a debate

Contribute to a wholeclass discussion online using Mentimeter, Padlet or the VLE Collaboratively create and present paper-based or digital projects drawn from research and critical reflection



Teaching, Learning & Assessment Strategies





LCA Handbook

https://tinyurl.com/mse6b22z

Pages 27 – 30

Differentiation

Learning styles

Active Learning Methodologies







Success criteria

Oide

Simple strategies to get started.....

summarising methods



with the content



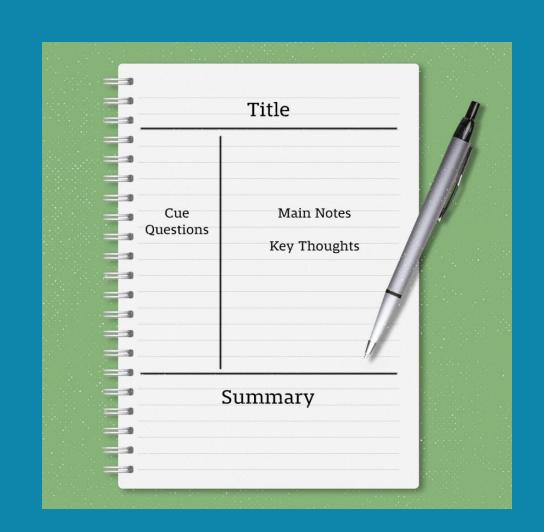
The Cornell Note-Taking Method

NOTES: Write down what you hear or read (facts)

CUE: Take note of questions or comments to help prioritise and organise information

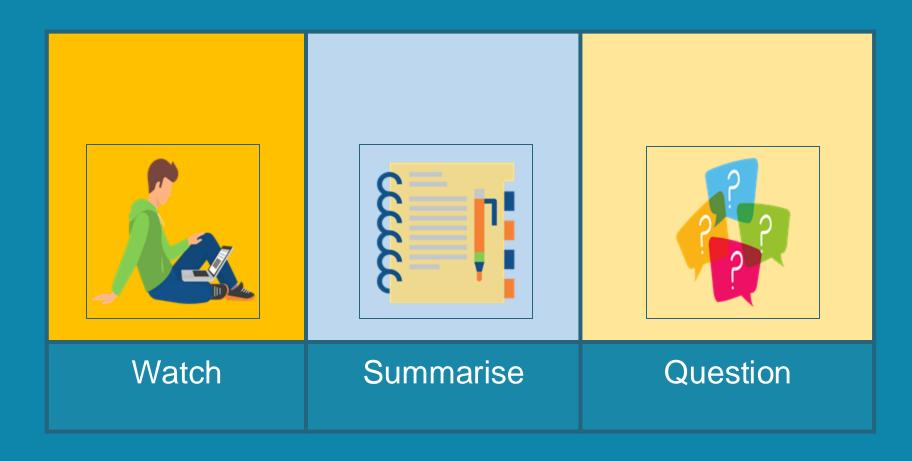
SUMMARY: What did you learn today?

Walter Pauk, 2010





W-S-Q Technique



https://tinyurl.com/ye8xam37

Graphic organisers



Structure writing projects, summarise reading texts, organise and store key terms, and help in problem solving, decision making, studying, planning research and brainstorming.

The four P's

PRIOR KNOWLEDGE

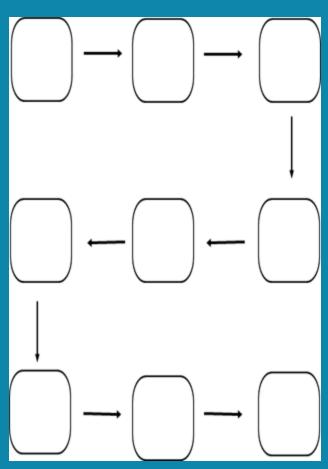
PURPOSE OF CLASS CONTENT

PARTICIPATION

PREDICTION



PDST Graphic Organiser





More engaging strategies.....

Bingo (10 minutes)

9 spaces on Bingo Card

List of 20 words (Shop / Purchase/ Price)

Write in any 9 words of student's choice

Ask random questions to students based on the

words

Exit Ticket

Students line up on leaving the classroom

Each student tells the teacher & class

something new they learned in today's

Language class

Cops & robbers!

Your ideas & own knowledge....



Ideas & information you have "stolen" from your peers...



Reading: Memory Grid



Students choose their level:

Basic: 1 to 6

Advanced: 1 to 9

Challenge: 1 to 12

They have 2/3 minutes to observe the grid and memorise as much information as possible in the TL

The teacher then hides the grid, and they must say what information was in what box in English.

1. 4.		7.	10.	
I hate my phone, it's	I often use my	I use my phone to	I really want a new	
annoying!	earphones.	chat with my friends.	phone because mine	
			is broken.	
2.	5.	8.	11.	
l love watching	I use Snapchat, it's	I use the internet to	I really want a	
Youtube, it's	great!	research.	Smartwatch to stay	
enjoyable.			fit.	
3.	6.	9.	12.	
l like my computer,	I really enjoy gaming.	I never use my	I really want to buy a	
it's useful.		wireless speaker.	new iPad, I need it for	
			school.	



Listening: Draw what you hear

Teacher reads out a descriptive text (room, house, holiday scene etc.)

Students draw what they hear

Ex: It is a train ticket? The platform number is? What time is the train

is leaving at? Is it a return ticket? Draw it.



Variation: Listen to picture description and spot the mistakes





Students take turns at throwing two Die

Ask your partner the questions based on the topics that arise (dialogue)

Note down your partner's replies and report to class group

PARLER DE MOI								
	Lancez les dés et posez des questions !							
	•	•	••	• •	:•			
•	AGE	SŒUR	LANGUES	MUSIQUE	VILLE OU QUARTIER	FRANCE		
•	FILMS	ANIMAL	AMIS	SPORT	MAISON	ACTEUR		
••	ÉTUDES	PRÉNOM	ANNIVERSAIRE	LOISIRS	FRÈRE	DATE		
• •	VACANCES	CHANSON	ÉCOLE	RAPPORT AVEC VOTRE FAMILLE	PAYS ÉTRANGERS	FRANÇAIS		
::	WEEK-END EN GÉNÉRALE	JOURNÉE TYPIQUE	HEURE	MANGER ET BOIRE	TÉLÉ OU NETFLIX	LIVRES		



Digital Technologies

"the use of digital technology becomes as much a core part of the education journey as basic literacy and numeracy skills are, with a *deliberate and increased use of digital technology* in

teaching, learning and assessment; "

(Digital Strategies for Schools, 2027)



Using Digital Technologies to Support Reading & Listening Comprehension



Microsoft Immersive Reader: Allows translation of words, highlighting of grammatical points and text spacing.

Read transcripts of Target Language news bulletins (News In Slow French, News In Slow Spanish, Langsam gesprochene Nachrichten)



Listen to **songs** in TL and read their **lyrics** https://tinyurl.com/k9vcmh37





https://lyricfluent.com/lessons

Digital Tools



YouTube



iMovie



Netflix



Wordwall



Book Creator



Adobe Express



Flipgrid



Anchor



Languagenut



Edpuzzle



Live Worksheets



Wordle



Otranscribe



Animaker



Nualang



Kwizig



Languagesonline



Quizlet



Canva





Languagesonline.org.uk



https://tinyurl.com/uf6kn2pv





WORDWALL REGISTRATION





https://wordwall.net/create/picktemplate

Edpuzzle





https://edpuzzle.com/discover





Games in the MFL Classroom



Running Dictation



Al - Artificial Intelligence









Onepilot



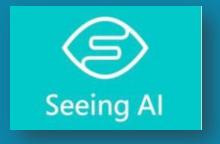
Diffit



Quizziz



Brisk



7 Copilot









Canva



Microsoft Copilot Al



Curipod



Google Earth



Google Lens



Eduaide.Ai





Al Tools in Action

Diffit



Diffit for Teachers

ChatGPT



https://chatgpt.com/



Quizziz





What would you like to create?



Assessment

Review and practice quizzes to reflect on student understanding of concepts.



Lesson

Teach new topics or skills to the whole class with interactive slides.



Interactive video

3 Free up to 10 videos

Make asynchronous assignments into active learning experiences.



Comprehension

③ Free up to 10 comprehensions

Help students analyse text or media and improve comprehension skills.



Flashcard

NEW

Boost memory retention, ideal for in-class learning and practice with repetitions.

Find a Quiz - Quizizz



Twee



twee

https://app.twee.com/



Student Reflection — Any more suggestions?



An Integrated Approach to Teaching, Learning & Assessment

REFLECTING ON MY LEARNING

Today I worked really well at ... The most important thing I learned was One thing I didn't really understand was One new thing I learned was..... One thing I could do to improve my work is....



Padlet on Active learning methodologies

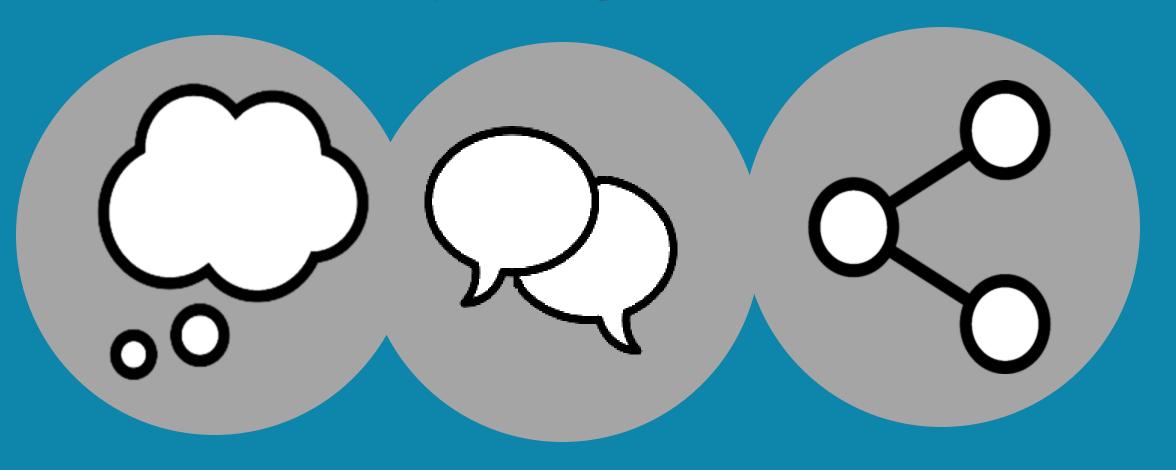


https://tinyurl.com/4maphux7



What is a Key Assignment?





Think

Pair

Share



Activity - Exam Paper Question Strategies



























Any Questions?





