

LEAVING CERTIFICATE APPLIED 2009

MARKING SCHEME

STUDENT TASK

PERSONAL REFLECTION TASK (200 Marks)

	Year 1	Year 2
Focus of Reflection	20 marks	30 marks
Ability to Reflect	40 marks	60 marks
Media of Reflection	20 marks	30 marks
200 marks	80 marks	120 marks

Personal Reflection Task

MARKING SCHEME CRITERIA WEIGHTINGS

1. The Total Mark allocation for the **Personal Reflection Task** is **200**

The **Year 1** Personal Reflective Statement is marked out of 80

The **Year 2** Personal Reflective Statement is marked out of 120

2. Marks/Credits Weightings

Credits	Marks
0	0-39
1	40-55
2	56-71
3	72-87
4	88 - 103
5	104- 119
6	120-135
7	136-151
8	152- 167
9	168- 183
10	184-200

3. The Marking Criteria for this Task are as follows:

- Focus of Reflection
- Ability to Reflect
- Media of Reflection

4. The Breakdown of Marks is as follows:

	Year 1	Year 2
Focus of Reflection	20 marks	30 marks
Ability to Reflect	40 marks	60 marks
Media of Reflection	20 marks	30 marks

5. The Weighting of Marks is as follows:

Key	out of 5	out of 10	out of 15
Excellent	5	10	15
Very Good	4	8 - 9	12 - 14
Good	3	6 - 7	9 - 11
Fair	2	4 - 5	6 - 8
Poor	1	2 - 3	3 - 5
Unacceptable	0	0 - 1	0 - 2

		Year 1 Total 20	Year 2 Total 30
1. Focus of Reflection	<p>1. Focus of Reflection</p> <p>a) Focus</p> <p>The candidate must identify and define <i>two significant concrete learning experiences</i> in relation to the LCA programme for each statement.</p> <p>In Year 1 s/he can FOCUS on <i>any two</i> aspects of LCA e.g. student’s tasks, attendance, modules, outings, assignments etc.</p> <p>In Year 2 s/he must FOCUS on <i>any two</i> vocational aspects relevant to his/her future career e.g. work experience, career guidance, open days at colleges, vocational specialisms, enterprise etc.</p>	10 marks	20 marks
	<p>b) Personalisation</p> <p>The candidate must PERSONALISE his/her learning experiences and relate these experiences to him/herself.</p> <p>The following questions are considered:</p> <ul style="list-style-type: none"> • How personal is the reflective statement? • How well does the writer come through in the statement? • How much is learned about the candidate from the statement? • Is the candidate telling his/her own story or just writing an objective historical account? <p>A good statement will contain mainly ‘I’ statements as opposed to ‘we’ or ‘the class’ – Statements which are meaningful in that they provide evidence of the candidate’s personalisation of his/her learning experiences.</p>	10 marks (Base mark 5)	10 marks (Base mark 5)
2. Ability to Reflect	<p>2. Ability to Reflect</p> <p>a) The candidate describes the initial position or STARTING POINT.</p> <p>Each statement must have an initial position. The initial position launches the reflective process. The candidate must be able to describe, recall, define and review his/her past experiences.</p> <p>The candidate must outline how past experiences have influenced his/her choice of the key learning experiences/foci i.e.</p> <ul style="list-style-type: none"> • In Year 1 key learning experiences that influenced the candidate’s decision to choose LCA. • In Year 2 key learning experiences that influenced the candidate’s decision to choose these two foci. 	10 marks	10 marks
	<p>b) The candidate describes the experiences and the effect(s) on the initial position.</p> <p>The candidate must DESCRIBE, by means of examples, two specific concrete</p>	10 marks (5+5)	30 marks (15+15)

2. Ability to Reflect contd.

learning experiences/foci connected to the LCA programme in each statement, which are personally meaningful to him/her.

The candidate must break down these experiences by examining, questioning, comparing and criticising. The candidate must write in some depth about the experiences and not just make a series of vague, general, unconnected statements. The candidate should make judgements about the effects of these experiences on him/her.

S/he must analyse these experiences by explaining:

- How the experiences affected him/her.
- What way did his/her initial thinking change, or not change, as a result of these experiences.

The following questions are considered:

- How well has the candidate described and analysed the experiences?
- Can the reasoning of the candidate be clearly followed?
- What has s/he learned from these experiences?
- Is the reader left with more questions than answers ?

c) The candidate summarises the *present position*.

The candidate must be able to draw conclusions now, about his/her PRESENT POSITION, based on the analysis of his/her key learning experiences.

The conclusions must be justified by means of well-supported statements i.e. what has s/he **now decided** as a result of his/her analysis of the learning experiences and why has s/he now made these decisions?

Candidates are required to make connections between their experiences and themselves in order to draw conclusions about their own strengths and weaknesses, choice of career etc.

The following questions are considered:

- What conclusions have they drawn about themselves as a result of analysis?
- Are the conclusions explained? (I now know... because...)
- How well are conclusions explained i.e. is there *evidence* supporting conclusions drawn about themselves?
- What level of self-awareness has been demonstrated?

d) The candidate outlines how the experiences have influenced his/her outlook for his/her *future position*.

The candidate is required to integrate what has been learned into his/her FUTURE POSITION i.e. forward planning or future goals.

The candidate must be able to make connections i.e. to combine what has been learned from the different experiences into a plan for his/her future.

The plan for his/her future should be based on what the candidate has learned about him/herself as a result of reflection on his/her experiences.

10 marks	10 marks
10 marks	10 marks

<p>Candidates should have a specific plan in mind at least in the short -term.</p> <p>In Year 1 a short-term plan, based on learning experiences. In Year 2 a specific career oriented plan is required.</p> <p>The following questions are considered:</p> <ul style="list-style-type: none"> • How well is the plan linked to the experiences described and the conclusions about him/herself? • How specific is the plan? • How viable is the plan? 		
<p>3. Media of Reflection</p> <p>a) Communicative effectiveness/COMMUNICATION:</p> <ul style="list-style-type: none"> • How well does the candidate express his /her ideas? - clarity/fluency /neatness/legibility etc. • Consideration given to grammar, spelling, capitals, paragraphing etc. <p>b) Organisation of thoughts - How logical is the task? ORGANISATION i.e.</p> <ul style="list-style-type: none"> • Is it easy to follow the pattern of thinking? • Does it have a beginning, middle and end? • Is it mixed up or repetitive in places? • How well is the statement presented? 	<p>Year 1 Total 20</p>	<p>Year 2 Total 30</p>
	<p>10 marks <i>(Base mark 5)</i></p>	<p>15 marks <i>(Base mark 5)</i></p>
	<p>10 marks <i>(Base mark 5)</i></p>	<p>15 marks <i>(Base mark 5)</i></p>