



Coimisiún na Scrúduithe Stáit  
State Examinations Commission

**LEAVING CERTIFICATE APPLIED  
2011**

**MARKING SCHEME**

**PERSONAL REFLECTION TASK**

**COMMON LEVEL**

## PERSONAL REFLECTION TASK (200 Marks)

Breakdown of Marks	Year 1	Year 2
<b>Focus of Reflection</b>	20 marks	30 marks
<b>Ability to Reflect</b>	40 marks	60 marks
<b>Media of Reflection</b>	20 marks	30 marks
<b>200 marks</b>	<b>80 marks</b>	<b>120 marks</b>

### *Descriptor*

<b>9 – 10 Credits</b>	<ul style="list-style-type: none"> <li>• The reflective statements demonstrate a high level of reflective capability (evidenced by critical, creative and analytical thinking)</li> <li>• They are very effectively organised and demonstrate a high level of communication skills</li> <li>• The statements are characterised by a high quality of engagement with the key programme elements.</li> </ul>
<b>7 – 8 Credits</b>	<ul style="list-style-type: none"> <li>• The reflective statements demonstrate a good level of reflective capability (experiences are personalised) and are well organised</li> <li>• The reflections are communicated well and are characterised by good quality engagement with the key programme elements.</li> </ul>
<b>5 – 6 Credits</b>	<ul style="list-style-type: none"> <li>• The reflective statements demonstrate a reasonable level of reflective capability (experiences are mainly narrative in nature) and are adequately organised</li> <li>• Communication of the reflections is mainly good and there is an acceptable engagement with the key programme elements.</li> </ul>
<b>3 – 4 Credits</b>	<ul style="list-style-type: none"> <li>• The reflective statements demonstrate a poor level of reflective capability (experiences are only narrative in nature) and are poorly organised</li> <li>• Communication of the reflections is poor and often lacks focus.</li> </ul>
<b>1 – 2 Credits</b>	<ul style="list-style-type: none"> <li>• The reflective statements demonstrate a very low level of reflective capability (are narrative in nature) and are very poorly organised</li> <li>• The reflections are ineffectively communicated and lack focus.</li> </ul>
<b>0 Credit</b>	<ul style="list-style-type: none"> <li>• The reflective statements are devoid of reflection, lack organisation, are difficult to understand and fail to focus on what is required.</li> </ul>

- LCA Programme Statement & Outline of Student Tasks pages 58-59

## 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 **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
<b>1. Focus of Reflection</b>	<p><b>1. Focus of Reflection</b></p> <p><b>a) Focus</b></p> <p><i>Marking Criteria</i> The excellent candidate must identify <b>two distinct significant concrete learning experiences</b> in relation to the LCA programme for each statement.</p> <p>In Year 1 s/he can FOCUS on <b>any two</b> aspects of LCA e.g. student’s tasks, attendance, modules, outings, assignments etc.</p> <p>In Year 2 s/he must FOCUS on <b>any two</b> vocational aspects relevant to her/his future career e.g. work experience, career guidance, open days at colleges, vocational specialisms, enterprise etc.</p>	5 marks	10 marks
	<p><b>b) Personalisation</b></p> <p><i>Marking Criteria</i> The excellent candidate must PERSONALISE her/his learning experiences and relate these experiences to herself/himself.</p> <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 her/his learning experiences.</p> <p><i>The following questions may be considered:</i></p> <ul style="list-style-type: none"> <li>• How personal is the reflective statement?</li> <li>• How well does the writer come through in the statement?</li> <li>• How much is learned about the candidate from the statement?</li> <li>• Is the candidate telling her/his own story or just writing an objective historical account?</li> <li>• Etc.</li> </ul>	10 marks  (Base mark 5)	10 marks  (Base mark 5)
<b>2. Ability to Reflect</b>	<p><b>2. Ability to Reflect</b></p> <p><b>a) The candidate describes the initial position or STARTING POINT.</b></p> <p><i>Marking Criteria</i> The excellent candidate must have an initial position in each statement. The initial position launches the reflective process. The candidate must be able to describe, recall, define and review her/his past experiences.</p> <p>The candidate must implicitly or explicitly outline how past experiences have influenced her/his choice of the key learning experiences/foci i.e.</p> <ul style="list-style-type: none"> <li>• In Year 1 key learning experiences that influenced the candidate’s decision to choose LCA or an element of the LCA programme.</li> <li>• In Year 2 key learning experiences that influenced the candidate’s decision to choose these two foci.</li> </ul>	40	60
		10 marks	10 marks

<b>2. Ability to Reflect contd.</b>	<p><b>b) The candidate <i>describes</i> the experiences and the effect(s) on the initial position.</b></p> <p><i>Marking Criteria</i> The excellent candidate must DESCRIBE, by means of examples, <b>two</b> distinct concrete learning experiences/foci connected to the LCA programme in each statement, which are personally meaningful to her/him.</p> <p>The candidate must break down these experiences by examining, questioning, comparing and criticising. The candidate must write in some depth about these experiences and not just make a series of vague, general, unconnected statements. The candidate should make judgements about the effects of these experiences on her/him.</p> <p>S/he must analyse these experiences by explaining:</p> <ul style="list-style-type: none"> <li>• How the experiences affected her/him.</li> <li>• What way did her/his initial thinking change <i>or</i> not change, as a result of these experiences.</li> </ul> <p><i>The following questions may be considered:</i></p> <ul style="list-style-type: none"> <li>• How well has the candidate described and analysed these experiences?</li> <li>• Can the reasoning of the candidate be clearly followed?</li> <li>• What has s/he learned from these experiences?</li> <li>• Is the reader left with more questions than answers?</li> <li>• Etc.</li> </ul>	<p>5 marks</p> <p>+</p> <p>5 marks</p>	<p>15 marks</p> <p>+</p> <p>15 marks</p>
	<p><b>c) The candidate summarises the <i>present position</i>.</b></p> <p><i>Marking Criteria</i> The excellent candidate must be able to draw conclusions now, about <b>her/his PRESENT POSITION</b>, based on the analysis of her/his key learning experiences.</p> <p>The conclusions must be justified by means of well-supported statements i.e. what has s/he <b>now decided</b> as a result of her/his analysis of the learning experiences and why has s/he now made these decisions?</p> <p>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.</p> <p><i>The following questions may be considered:</i></p> <ul style="list-style-type: none"> <li>• What conclusions have they drawn about themselves as a result of analysis?</li> <li>• Are the conclusions explained? (I now know... because...)</li> <li>• How well are conclusions explained i.e. is there <i>evidence</i> supporting conclusions drawn about themselves?</li> <li>• What level of self-awareness has been demonstrated?</li> <li>• Etc.</li> </ul>	<p>10 marks</p>	<p>10 marks</p>
	<p><b>d) The candidate outlines how the experiences have influenced her/his outlook for her/his <i>future position</i>.</b></p> <p><i>Marking Criteria</i> The excellent candidate will integrate what has been learned into her/his <b>FUTURE POSITION</b> 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 her/his future.</p>	<p>10 marks</p>	<p>10 marks</p>

<p>The plan for her/his future should be based on what the candidate has learned about herself/himself as a result of reflection on her/his experiences. Candidates should have a specific plan in mind at least in the short-term. In Year 1 a short-term plan, based on learning experiences. In Year 2 a specific career oriented plan is required.</p> <p><i>The following questions may be considered:</i></p> <ul style="list-style-type: none"> <li>• How well is the plan linked to the experiences described and the conclusions about herself/himself?</li> <li>• How specific is the plan?</li> <li>• How viable is the plan?</li> <li>• Etc.</li> </ul>		
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	<b>Year 1 Total 20</b>	<b>Year 2 Total 30</b>
<p><b>3. Media of Reflection</b></p> <p><b>a) Effectiveness of COMMUNICATION:</b></p> <p><i>Marking Criteria</i> The excellent candidate will express her/his ideas with clarity, fluency, neatness and legibility. Consideration given to e.g. grammar, spelling, capitals, paragraphing etc.</p> <p><i>The following question may be considered:</i></p> <ul style="list-style-type: none"> <li>• How well does the candidate express her/his ideas?</li> <li>• Etc.</li> </ul>	<p>10 marks (Base mark 5)</p>	<p>15 marks (Base mark 5)</p>
<p><b>b) ORGANISATION of thoughts:</b></p> <p><i>Marking Criteria</i> The excellent candidate will organise her/his thoughts in a way that is ordered, systematic and structured.</p> <p><i>The following questions may be considered:</i></p> <ul style="list-style-type: none"> <li>• How logical is the statement of the task?</li> <li>• Is the pattern of thinking in the statement easy to follow?</li> <li>• Does the statement have a beginning, middle and end?</li> <li>• Is the statement mixed up or repetitive in places?</li> <li>• Etc.</li> </ul>	<p>10 marks (Base mark 5)</p>	<p>15 marks (Base mark 5)</p>

*Vocational Specialisms –*

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| <ul style="list-style-type: none"> <li>• Agriculture/Horticulture</li> <li>• Childcare/Community Care</li> <li>• Graphics and Construction Studies</li> <li>• Craft and Design</li> </ul> | <ul style="list-style-type: none"> <li>• Engineering</li> <li>• Hair and Beauty</li> <li>• Hotel, Catering and Tourism</li> <li>• Office Administration and Customer Care</li> <li>• Technology</li> </ul> |
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The two vocational specialisms outlined below are follow-on courses to the introductory courses shown in brackets and may only commence once these introductory courses have been completed.

- Information and Communication Technology (Introduction to Information and Communication Technology)
- Active Leisure Studies (Leisure and Recreation)