# LCA 36


# LEAVING CERTIFICATE APPLIED


# MARKING SCHEME

# Practical Achievement Task
# 2010

### *Marking Criteria*

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| *Selection Process* | • Decision making process - *three* challenges<br> - Full consideration of factors involved in selection and rejection.<br><br>• Starting Point<br> - What I already know in relation to the challenge.<br> - Skills I already have in relation to the challenge.<br> - Etc. | *10 marks*<br><br>3 x 3 marks graded<br>*Excellent* 3<br>*Good* 2<br>*Fair* 1<br>*Unacceptable* 0<br>1 mark |
| *Clarity of Purpose* | • Statement of aims i.e.<br> - Realistic<br> - Attainable<br> - Clearly defined.<br><br>• Detailed development/explanation of aims. | *10 marks*<br><br>2 x 2 marks<br><br><br>2 x 3 marks graded<br>*Excellent* 3<br>*Good* 2<br>*Fair* 1<br>*Unacceptable* 0 |
| *Research and Planning* | • Starting date.<br>• Finishing date.<br><br>• Background research i.e.<br> - Information gathering techniques used<br> - Sources of information credited.<br>• Skill assessment (own).<br>• Resource assessment i.e. - equipment, drawings, pattern, costing etc.<br>• Action plan.<br>• Sequencing.<br>• Checklists of resources.<br>• Safety considerations.<br>• Potential obstacles.<br>• Etc. | *10 marks*<br><br>2 x 1 mark<br><br>8 marks graded -<br>*Excellent* 7-8<br>*Very Good* 6<br>*Good* 5<br>*Fair* 4<br>*Weak /* 3 - 0<br>*Unacceptable* |

| | | | | Marks available - 20 5 x 4 marks graded - | |
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| *Carrying out of Task* | • Description of activity/record of progress i.e.<br>- Regular engagement/ involvement<br>- Progression<br>• Application of skills<br>• Use of resources<br>• Problems encountered/adaptation of plans<br>• Quality control measures<br>• Implementation of health and safety practices<br>• Etc. | *Log 1* e.g.<br>• Activities undertaken to date.<br>• Progress made.<br>• Difficulties.<br>• Next steps.<br>• Additional relevant information. | *20 marks* | *Excellent* 4<br>*Good* 3<br>*Fair* 2<br>*Weak /* 1 - 0<br>*Unacceptable* | |
| | | *Log 2* e.g.<br>• Activities undertaken since the last log entry.<br>• Skills developed.<br>• Resources.<br>• Changes to plan (if any).<br>• Progress made since last log entry.<br>• Any additional information. | | *Excellent* 4<br>*Good* 3<br>*Fair* 2<br>*Weak /* 1 - 0<br>*Unacceptable* | |
| | | *Log 3* e.g.<br>• Activities undertaken since the last log entry.<br>• Goals Reached.<br>• Enjoyment.<br>• Difficulties (if any) and how they were overcome.<br>• Most important aspects of the task to date.<br>• What has been learned so far? | | *Excellent* 4<br>*Good* 3<br>*Fair* 2<br>*Weak /* 1 - 0<br>*Unacceptable* | |
| | | *Log 4* e.g.<br>• Activities undertaken since the last log entry.<br>• How involvement in this task has affected other coursework?<br>• Improvement & development of skill.<br>• Other comments. | | *Excellent* +<br>*Good* 3<br>*Fair* 2<br>*Weak /* 1 - 0<br>*Unacceptable* | |
| | | *Log 5* e.g.<br>• Activities undertaken since last log entry.<br>• What has been achieved in this task?<br>• Any unexpected outcomes. | | *Excellent* 4<br>*Good* 3<br>*Fair* 2<br>*Weak /* 1 - 0<br>*Unacceptable* | |
| *Meeting the Brief* | • Critical appraisal of completed task i.e.<br>- Reference to *aims* (Assessment Booklet page 5).<br>- Were aims/goals achieved?<br>- Difficulties encountered/modifications to task if any.<br>- Conclusions drawn. | | *10 marks* | 10 marks graded -<br>*Excellent* 9 - 10<br>*Very Good* 7 - 8<br>*Good* 5 - 6<br>*Fair* 4 - 3<br>*Poor* 2 - 1<br>*Unacceptable* 0 | |
| *Self-Evaluation* | • Skills/attitudes developed.<br>• Lessons learned about self for the future. | | *10 marks* | 10 marks graded -<br>*Excellent* 9 - 10<br>*Very Good* 7 - 8<br>*Good* 5 - 6<br>*Fair* 4 - 3<br>*Poor* 2 - 1<br>*Unacceptable* 0 | |

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| *Evidence of Achievement* | • Statement of verification (Assessment Booklet page 1) | 1 mark + 1 mark |
| | • *Two* separate appropriate sources of verified evidence are required.* One source *must be* evidence of achievement. The evidence provided must clearly indicate progress/achievement.<br><br>One source *must* be evidence of achievement e.g. –<br> - Testimonials/letters<br> - Certificates<br> - Samples of work<br> - Videos/audios/series of verified photographs showing evidence of the *stages involved in the achievement of the task*<br> - Etc.<br><br>Another source *may be* evidence of progress/participation e.g.<br> - Verified photographs (two or more)<br> - Videos/audios<br> - Participation records<br> - Testimonials/letters<br> - Certificates<br> - Samples of work<br> - Videos/audios<br> - Etc.<br><br>* If not the signature of verifier - consult your Advising Examiner. | 2 x 2 marks<br><br>*10 marks* |
| | • *Two* specific sources of appropriate evidence defined and clearly explained. | 2 x 2 marks graded -<br>*Good* 2<br>*Fair* 1<br>*Unacceptable* 0 |
| *Individuality* | • Inventiveness/innovation i.e.<br> - Resourcefulness in selection of task<br> - Full account of the organisation of task<br> - Creativity in organisation of task<br> - Evidence of original input.<br>• Candidate's own work.<br>• Originality/uniqueness of task. | 10 marks graded -<br>*Excellent* 9 - 10<br>*Very Good* 7 - 8<br>*Good* 5 - 6<br>*Fair* 4 - 3<br>*Poor* 2 - 1<br>*Unacceptable* 0<br><br>*10 marks* |
| *Effectiveness of Communication and Presentation* | • Written/audio/video i.e.<br> - Layout<br> - Neatness<br> - Legibility<br> - Clarity/organisation<br> - Use of illustrative material<br> - Appropriateness of illustrative material<br> - Quality of illustrative material.<br><br>• Oral i.e.<br> - Oral communication skills<br> - Ability to convey ideas i.e.<br> - Clarity, fluency coherence etc. | 8 marks graded -<br>*Excellent* 7-8<br>*Very Good* 6<br>*Good* 5<br>*Fair* 4<br>*Weak /Unacceptable* 3-0<br><br>2 marks graded -<br>*Good* 2<br>*Fair* 1<br>*Unacceptable* 0<br><br>*10 marks* |
| | *Total* | 100 Marks |

LCA – Practical Achievement Task          *Descriptor*

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| 9 - 10 Credits | • The candidate clearly explains the decision making process she/he went through when selecting her/his practical achievement. She/he sets very clear goals and demonstrates a high level of planning in the initial statement.<br>• There is also clear evidence of the candidate's ability to effectively plan, organise, engage with, make progress on and complete the process of achieving the goal. As part of the ongoing process, the candidate also evaluates and reviews the initial targets set and makes adaptations to the action plan where appropriate.<br>• In the concluding statement the candidate engages convincingly with reviewing, evaluating and interpreting the experience and demonstrating its application to future endeavours. She/he shows evidence within the Practical Achievement Task of cross-curricular applications of learning from different courses and modules of the Leaving Certificate Applied. The process of integration is clearly evident.<br>• At the interview she/he demonstrates a very high level of communicative ability both in presenting and articulating the experience of the practical achievement. |
| 7 - 8 Credits | • The candidate presents a good explanation of how and why she/he selected her/his Practical Achievement Task. She/he sets clear goals and demonstrates a very good level of planning in the initial statement. The approach of the candidate towards undertaking and completing the Practical Achievement Task demonstrates good organisation and commitment - she/he produces evidence and demonstrates planning, organisation, engagement, and progression in achieving the goals set. There is good evidence of the candidate reviewing and evaluating their progress as she/he proceeded to complete the Practical Achievement Task.<br>• In the concluding statement the candidate conveys a very good ability to review, evaluate and interpret the experience and learning, and demonstrating its application to future endeavours. She/he shows some evidence within the Practical Achievement Task of cross-curricular applications of learning. There is clear evidence of the process of integration.<br>• At the interview the candidate is a very good communicator, both in presenting and articulating the experience of the practical achievement. |
| 5 - 6 Credits | • The candidate has some understanding of how and why she/he selected her/his particular Practical Achievement Task. She/he sets goals and demonstrates a good level of planning.<br>• There is some evidence to show a level of engagement and follow through. Progress to achievement is adequately logged and verified.<br>• There is limited evidence of the candidate reviewing and evaluating their progress as she/he proceeded to complete the Practical Achievement Task. She/he finds it difficult to give evidence of cross-curricular applications of learning. There is reasonable evidence of the process of integration.<br>• Communication of the process both in terms of presentation and articulation is good at interview. |
| 3 - 4 Credits | • The candidate has a limited understanding of how and why they selected their particular Practical Achievement Task. She/he shows some ability to set goals and plan the course of action required to complete the achievement.<br>• Evidence of achievement is basic in nature. There is some engagement with the activity but in general the approach of the candidate lacks sufficient motivation. Reflection on and evaluation of the experience is superficial. She/he finds it difficult to relate any cross-curricular applications. There is little or no evidence of the process of integration.<br>• Communication of the process both in terms of presentation and articulation is acceptable. |
| 1 - 2 Credits | • The candidate presents a very poor explanation of why she/he selected the particular Practical Achievement Task. She/he shows a poor ability to set goals and plan the course of action required to complete the achievement.<br>• There is a low level of engagement with the activity. There is little reflection or evaluation of the experience. Cross-curricular applications and the process of integration are not evident.<br>• Communication of the process both in terms of presentation and articulation is poor. |
| 0 Credits | • The Practical Achievement Task is unstructured and incomplete, shows no evidence of engagement and is devoid of reflection and evaluation. The candidate shows very little ability to present or articulate the process. |

LCA Programme Statement & Outline of Candidate Tasks pages 52 – 54.