



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate Applied 2016

Marking Scheme

Personal Reflection Task

Common Level

Note to teachers and students on the use of published marking schemes

Marking schemes published by the State Examinations Commission are not intended to be standalone documents. They are an essential resource for examiners who receive training in the correct interpretation and application of the scheme. This training involves, among other things, marking samples of student work and discussing the marks awarded, so as to clarify the correct application of the scheme. The work of examiners is subsequently monitored by Advising Examiners to ensure consistent and accurate application of the marking scheme. This process is overseen by the Chief Examiner, usually assisted by a Chief Advising Examiner. The Chief Examiner is the final authority regarding whether or not the marking scheme has been correctly applied to any piece of candidate work.

Marking schemes are working documents. While a draft marking scheme is prepared in advance of the examination, the scheme is not finalised until examiners have applied it to candidates' work and the feedback from all examiners has been collated and considered in light of the full range of responses of candidates, the overall level of difficulty of the examination and the need to maintain consistency in standards from year to year. This published document contains the finalised scheme, as it was applied to all candidates' work.

In the case of marking schemes that include model solutions or answers, it should be noted that these are not intended to be exhaustive. Variations and alternatives may also be acceptable. Examiners must consider all answers on their merits, and will have consulted with their Advising Examiners when in doubt.

Future Marking Schemes

Assumptions about future marking schemes on the basis of past schemes should be avoided. While the underlying assessment principles remain the same, the details of the marking of a particular type of question may change in the context of the contribution of that question to the overall examination in a given year. The Chief Examiner in any given year has the responsibility to determine how best to ensure the fair and accurate assessment of candidates' work and to ensure consistency in the standard of the assessment from year to year. Accordingly, aspects of the structure, detail and application of the marking scheme for a particular examination are subject to change from one year to the next without notice.



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State Examinations Commission**

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Marking Scheme

Personal Reflection Task

Common Level

PERSONAL REFLECTION TASK (200 Marks)

Breakdown of 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

Descriptor

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

- 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

Marks Available:

		Year 1 Total 20	Year 2 Total 30
1. Focus of Reflection	1. Focus of Reflection		
	<p>a) Focus on TWO experiences from the LCA programme <i>Marking Criteria</i> The excellent candidate must identify two distinct significant concrete learning experiences in relation to the LCA programme for each statement. 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. In Year 2 s/he must FOCUS on <i>any two vocational</i> aspects relevant to her/his future career e.g. work experience, career guidance, open days at colleges, vocational specialisms, enterprise etc. In year 2 where Practical Achievement Task (PAT) and/or Contemporary Issues task are/is identified as learning experience(s) a link to future career must be made.</p>	5 marks + 5 marks	10 marks + 10 marks
	<p>b) Personalisation <i>Marking Criteria</i> The excellent candidate must personalise her/his learning experiences and relate these experiences to herself/himself. An excellent 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. <i>The following questions may be considered:</i></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 her/his own story or just writing an objective historical account? 	10 marks (Base mark 5)	10 marks (Base mark 5)
2. Ability to Reflect	2. Ability to Reflect		
	<p>a) The candidate describes the initial position or starting point. <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. The candidate must implicitly or explicitly outline how past experiences have influenced her/his choice of the key learning experiences, i.e.</p> <ul style="list-style-type: none"> • In Year 1 key learning experiences that influenced the candidate’s decision to choose LCA or an element of the LCA programme. • In Year 2 key learning experiences that influenced the candidate’s decision to choose his/her focus of reflection. 	10 marks	10 marks

2. Ability to Reflect - contd.	<p>b) The candidate <i>describes</i> the experiences and the effect(s) on the initial position.</p> <p><i>Marking Criteria</i></p> <p>The excellent candidate must describe, by means of examples, two distinct concrete learning experiences connected with the LCA programme in each statement, which are personally meaningful to her/him.</p> <p>The candidate must break down these experiences by identifying, describing and analysing each of the two specified learning experiences and by making a conclusion about each.</p> <p>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 or evaluations 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"> • How the experiences affected her/him. • What way did her/his initial thinking change <i>or</i> not change, as a result of these experiences. <p><i>The following questions may be considered:</i></p> <ul style="list-style-type: none"> • How well has the candidate described and analysed these 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? 	<p>5 marks + 5 marks</p>	<p>15 marks + 15 marks</p>
	<p>c) The candidate summarises the <i>present position</i>.</p> <p><i>Marking Criteria</i></p> <p>The excellent candidate must be able to draw conclusions now, about her/his present position, 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 now decided 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>The good candidate must be able to draw two or more conclusions about self, not necessarily about the two learning experiences.</p> <p><i>The following questions may be considered:</i></p> <ul style="list-style-type: none"> • 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 <i>evidence</i> supporting conclusions drawn about themselves? • What level of self-awareness has been demonstrated? 	<p>10 marks</p>	<p>10 marks</p>

2. Ability to Reflect - contd.	<p>d) The candidate outlines how the experiences have influenced her/his outlook for her/his future position.</p> <p><i>Marking Criteria</i></p> <p>The excellent candidate will integrate what has been learned into her/his future position i.e. forward planning or future goals.</p> <p>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. 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 (to be based on learning experiences to be considered excellent).</p> <p>In Year 2 a specific career oriented plan is required (max. mark 5 if not linked to learning experiences).</p> <p><i>The following questions may be considered:</i></p> <ul style="list-style-type: none"> • How well is the plan linked to the experiences described and the conclusions about herself/himself? • How specific is the plan? • How viable is the plan? 	10 marks	10 marks
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3. Media of Reflection	3. Media of Reflection	Year 1 Total 20	Year 2 Total 30
	<p>a) Effectiveness of COMMUNICATION:</p> <p><i>Marking Criteria</i></p> <p>The excellent candidate will express her/his ideas with clarity, fluency, neatness and legibility.</p> <p>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"> • How well does the candidate express her/his ideas? 	10 marks	15 marks
	<p>b) ORGANISATION of thoughts:</p> <p><i>Marking Criteria</i></p> <p>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"> • How logical is the statement of the task? • Is the pattern of thinking in the statement easy to follow? • Does the statement have a beginning, middle and end? • Is the statement mixed up or repetitive in places? • Is there clear engagement with the key elements of the reflective process? 	10 marks	15 marks

Vocational Specialisms –

- Agriculture/Horticulture
- Graphics and Construction Studies
- Engineering
- Hotel, Catering and Tourism
- Technology
- Childcare/Community Care
- Craft and Design
- Hair and Beauty
- Office Administration and Customer Care

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)
 - from LCA Programme Statement & Outline of Student Tasks page 13.
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Candidates may refer to elements of the LCA programme as follows:

Year 1

General Education

Any one Vocational Specialism from the list above

Vocational Preparation & Guidance Task (VPG)

Personal Reflection Task I

Year 2

A second Vocational Specialism from the list above

Contemporary Issues Task

Practical Achievement Task (PAT)

Personal Reflection Task 2

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