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   Appendix 1 Outline of Practical Achievement Task

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1. **INTRODUCTION**

This student task is an individual student task, chosen by the candidate with the help and guidance of the teacher. It is unique in that it is not anchored in any particular Leaving Certificate Applied (LCA) course. It is aimed at developing in students a wide range of abilities and an understanding of the elements involved in successfully undertaking and completing a Practical Achievement Task (PAT). It is assessed externally by the State Examinations Commission (SEC) at the end of Session 3 in Year 2 of the programme.

The task was assessed for the first time in 2002. The SEC supplies a pro-forma assessment booklet to candidates outlining in detail the requirements of the different stages of the student task. The candidates must incorporate this booklet into their task.

The total credit allocation for the task is 10 credits. Each candidate must complete a significant challenge of a practical nature, outside the official school curriculum, over a period of approximately three months. The candidates select a particular challenge and by means of careful planning, regular engagement and gradual progression experience a strong sense of achievement in reaching their goals. To receive credit for the task, the candidate must: produce authentic evidence, verified externally, of task completion; complete the pro-forma booklet and present for interview. The purpose of the interview component is to ascertain the candidate’s understanding of the process undertaken to complete the task. As the student task is externally assessed the interview is also used to corroborate or otherwise the marks awarded for the candidate’s pro-forma booklet.

It is clear from the extensive range of tasks presented that this task helps broaden horizons for many candidates and introduces them to many new experiences and abilities which they may not otherwise encounter in their school lives.

The candidate is free to select any kind of challenge provided that it is of a practical nature (action rather than theory), is realistic (capable of being achieved within the timeframe), capable of being verified and is broadly related to the aims of the LCA.
programme. The extensive range of tasks presented over the years reflects the individuality and originality of the task, however, examiners noted that the variety of tasks presented was less extensive in 2005 (Appendix 1).

The specification for this student task is outlined in *Programme Statement & Outline of Student Tasks* p. 47-54, available from the Government Publication Sales Office. All teachers with responsibility for this student task should have a copy of this publication. Circular C/LS42/01 outlines the arrangements for the Assessment of the Practical Achievement Task and can be accessed on the SEC website at www.examinations.ie

This report is based upon the assessment of the Practical Achievement Tasks presented by LCA candidates in Session 3, 2005

**General Arrangements in Schools/Centres**

The practical arrangements for student task assessment were of a high standard in the majority of schools/centres visited and this facilitated the effective assessment of the student tasks.

Rooms were spacious and tables, desk and chairs were well laid out to accommodate comfortably the examiner, the advising examiner, the candidate and a designated school representative, if applicable.

Many schools had visual access to the examination centres, which were quiet, warm and well lit. Student task reports were signed and dated, were arranged in running order of candidate for assessment and were placed on the examiner’s desk on arrival at the centre. This greatly facilitated the work of the examiner and allowed the examiner to adhere to his/her schedule.

Examiners reported that school management, staff and LCA coordinators were generally most helpful and cooperative during the assessment period.

Opportunities were provided for examiners to meet the class groups as a whole before beginning the assessment in order to brief the candidates on the interview process and to reassure them. This introductory meeting provides an opportunity for candidates to
ask questions and all examiners are instructed to meet the class group in each
school/centre before the assessment commences.

However, some concerns outlined by examiners included the following:
Some schools continue to schedule work experience, parent-teacher meetings, half-
days and other out-of-school activities during the assessment week, making it very
difficult for examiners to schedule assessments;

It was reported that in a small number of schools, the level of noise from outside the
examination centre proved distracting to both examiners and candidates;

Some schools require candidates to come to school only for the interview on the day of
assessment. This is not good practice as it prevents the examiner meeting the class as a
group before the assessment and delays in marking inevitably occur should a candidate
not be present at the appointed time for the assessment;

In some cases tasks are not available when the examiner arrives and considerable time
is wasted in locating the tasks. Examiners reported that some candidates continue to
work on the tasks on the day of assessment. Examiners continue to express
dissatisfaction with this practice, as this delay in submitting tasks is unsatisfactory.
2. PERFORMANCE OF CANDIDATES

The table below outlines the numbers and percentages of candidates achieving each credit from 2002 to 2005.

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3121 candidates presented student tasks for assessment in 2005. It is clear from the credits awarded above that the standard has been dropping in this student task in recent years. The 10-credit award has dropped considerably from 15% of candidature in 2004 to 6% in 2005. The percentage of candidates awarded 8/9/10 credits in 2002, when the task was first assessed, was 53%, which was exceptionally high that year. However, it has continued to drop over the years and was 32% in 2005. There is also an increase in the percentage of lower credits awarded. The percentage of candidature awarded 0/1/2 credits in 2002 was 1.7% while in 2005 it was 6.7%. Only the 7 credit award has remained consistent over the years.
3. ANALYSIS OF CANDIDATE PERFORMANCE

General Observations

The assessment of the Practical Achievement Task was conducted on the basis of the following criteria as outlined in Circular Letter S42/01:

- Ability to select and plan effectively a practical achievement;
- Quality of engagement in the activity and evidence of progress and achievement provided;
- Ability to reflect/evaluate experiences in undertaking and completing the task.

The candidates who achieved the higher credits generally followed the requirements as set out in this circular. In general, candidates who selected a challenge that was personally meaningful, engaged enthusiastically with the process, were well motivated, and were supported by a good mentoring system in the schools produced excellent tasks.

The lower credit tasks were generally incomplete and did not meet the specifications of the task. The existence of the pro-forma booklet allows candidates gain marks for the planning stage. However, many candidates abandoned the challenge in the early stages. Some tasks were not practical in nature (theoretical rather than action based) while other lower credit tasks were based on specific modules of the LCA programme.

In general the tasks in the lower credit ranges demonstrate very limited engagement with the task. Student tasks should take at least ten hours to complete, excluding preparation of the task report. It was evident that many tasks, especially in the lower credit range, did not adhere to this requirement.

The majority of tasks were in the 5/6/7 credit range, 48% of the candidature in 2005. The better tasks carried out the challenge over a suitable time frame; engaged enthusiastically with the challenge, as evidenced in the log entries; and provided quality verifiable evidence of achievement. Their achievements required effort, exertion, skill, practice and
perseverance, which was evident in the task reports completed and in their performance at the interview.

A stricter application of the marking scheme, in relation to the timeframe for completing the task, in relation to the quality of the evidence and the records of engagement has been applied in recent years, following feedback from both examiners and teachers. It became evident that some candidates were achieving high marks for unfinished or insufficiently challenging tasks, done over a very short timeframe. The pro-forma assessment booklet has also been modified over the years, following feedback from examiners, teachers and students, to allow for greater personalisation of the task.

Examiners have commented on the positive attitude, sense of achievement and raised self-esteem experienced by many candidates. This task affords opportunities for candidates to take responsibility for their own learning and development. The majority of candidates experienced positive learning outcomes and did well in the assessment of the task.

**Performance of Candidates under each Assessment Criterion**

This part of the report should be read in conjunction with the marking scheme which is appended in Appendix 3.

Candidates are assessed under the following criteria:

a. Selection Process
b. Clarity of Purpose
c. Research & Planning
d. Carrying out of task
e. Meeting the Brief
f. Self Evaluation
g. Evidence of Achievement
h. Individuality
i. Effectiveness of Communication and Presentation.
a. **Selection Process:**
This section is assessed out of 10 marks.
While candidates generally performed well in this section, examiners commented that the selection process itself was merely a ‘cosmetic’ exercise for many candidates, as evidenced at the interview stage, and no genuine research was undertaken on the two rejected challenges.

b. **Clarity of purpose:**
This section is assessed out of 10 marks.
The candidate is required to state and clearly explain two distinct aims. The more specific and clearly defined the aim is, the easier it is for the candidate to measure his/her achievement subsequently. Some candidates had difficulty outlining two distinct aims and in many cases the second aim recorded was a repetition of the first.

c. **Research and Planning:**
This section is assessed out of 10 marks.
Candidates tended to achieve above average marks in this section. The majority of tasks had set a realistic timeframe and included a start date and completion date for the task. However, there is room for improvement in the area of identifying the resource requirements and the costings involved. Very few candidates made any reference to Health and Safety considerations. Many Planner/Checklists were completed in the past tense rather than in the future tense – suggesting, perhaps, that they were completed after the task was done rather than when the task was being carried out.

d. **Carrying out of the Task:**
This section carries the highest marks, 20 marks and was the best answered section for most candidates.
The log entries identify the activities engaged in, the stages executed and the results throughout the duration of the task. The candidate is required to complete five clearly dated records, spread over the required period, and each record should contain appropriate comments describing regular engagement and evaluation.
The marking scheme allows a maximum of four marks per log entry, depending on the quality of the entry. The log entries must extend over a reasonable time frame for this task, otherwise marks will be lost. The more involved and enthusiastic the candidates were in relation to their tasks, the more descriptive were the log entries and the better the marks awarded.

Examiners noted that some log entries were repetitive and there was little evidence of any progression overtime. Other log entries lacked description and did not convey any sense of involvement/engagement with the task. The detailed questions on the log entries have been removed from the pro-forma booklet, at the request of examiners and teachers, as they were considered to be too restrictive.

e. Meeting the Brief:
This section is assessed out of 10 marks
The task is assessed according to the personal aims set by the candidate. Many candidates tended to summarise rather than critically analyse their achievements. Candidates should answer the questions stated in the pro-forma booklet on page 17. Some candidates failed to refer back to their original aims when analysing their achievements. Some candidates did not achieve their aims because of an unrealistic timescale set, while other candidates set tasks which were not sufficiently challenging and therefore provided very little evidence of any real achievement.

f. Self Evaluation:
This section has a maximum of 10 marks assigned.
While this section continues to improve, it still remains the weakest section of the task. In this section, candidates in general tend to evaluate the achievements rather than evaluate themselves. Many candidates confuse this section, which focuses on self-analysis, with ‘Meeting the Brief’ section, which focuses on a critical appraisal of the task itself. Most candidates made some effort to explain how they would maintain the benefit of the achievement for the future.
g. Evidence of Achievement:
This section has a maximum of 10 marks assigned.
It continues to be a problematic section. The candidate is required to provide two specific sources of verified evidence indicating achievement. Examples of acceptable and appropriate evidence include: certificates; participation records; audio/video tapes; samples of work; testimonials and series of photographs. In many cases only one source of evidence was provided and often the evidence was not explained or verified as is required. A series of photographs only represents one piece of evidence. Often the evidence provided did not definitively verify the achievement. Some tasks continue to have family members verifying the achievement, which is in breach of the specifications for this task. Many of the potentially very good tasks lost marks in the section.

h. Individuality:
This section has a maximum of 10 marks assigned.
The focus of the assessment here is on the individuality of the task presented. The candidate is awarded marks based on the individuality, innovation, and the resourcefulness indicated both in the choice of the task and in the development/progression of the task. While some candidates were very innovative in their choice of task and in its operation, many tasks presented in 2005 lacked individuality. The tasks, which were very teacher led, included a lot of standardised material with little evidence of individual ‘ownership’ of the material. There was evidence that some booklets were written up as a group activity and were teacher directed.

i. Effectiveness of Communication and Presentation:
This section has a maximum of 10 marks assigned.
Candidates generally scored very well in this section.

Some booklets were of an exceptionally high standard while others were poorly drafted. Candidates, in general, did very well in tasks which they had personally chosen. This was particularly evident during the interview as candidates who had decided on their own particular challenge were knowledgeable, articulate and animated about their task.
4. EXAMPLES OF GOOD PRACTICE

The nature and quality of teacher involvement in guiding candidates is crucial. The better tasks were those where candidates achieved an appropriate balance between teacher guidance and ownership of the task.

Candidates who had regular timetabled PAT periods tended to produce better quality tasks. The most important factor affecting the standard of the task was the type and frequency of guidance offered by teachers. Regular mentoring allows for editing and expansion of ideas and gives encouragement to candidates at crucial times.

Mentoring, and regular teacher monitoring and affirmation, greatly enhanced the quality of the logbook entries presented.

The use of a diary/logbook enabled candidates to record progress and helped to provide a focus and order to the work when completing the pro-forma booklet.

Candidates who chose a challenge with identifiable stages of progression, for example craftwork, certain evening classes or learning to play a musical instrument tended to obtain high marks.

Candidates who chose to make a product as part of their Practical Achievement Task generally performed better than candidates who attended some evening classes. In many cases the candidates seem to have become more involved with the task, and had greater control over events than those candidates who chose to be tutored.

Candidates who charted progress by means of a series of photographs, video or audio recordings generally performed very well and log entries were generally of a high quality.

The type of evidence of achievement offered affected the overall quality of the task. Certificates, artefacts, live performances, drawings, and series of photographs enhanced
the quality of the achievements. Some schools designed their own Certificates of Achievement for those candidates who were not in a position to receive one from an outside body. This proved a very effective piece of evidence.

Some tasks were chosen to enhance career prospects such as ECDL, driving licence, advanced carpentry course, hairdressing course.

The better student tasks displayed the following characteristics:

- Individual student task
- Realistic goals, based on candidate’s own resources
- Specific and well defined aims
- Within the ability range of candidate
- Capable of completion within the timeframe
- Capable of being independently verifiable
- Oriented towards student achievement.
5. COMMON AREAS OF WEAKNESS

The most common areas of weakness reported by examiners included the following:

Examiners expressed concern in relation to the increase in the number of tasks which were either not relevant to the Practical Achievement Task or were of minimal relevance e.g. various types of work placement, research using the internet etc. The task must involve an action, and must be oriented towards student achievement, which can be independently verified.

Some tasks were chosen which could not be verified. Due to the nature of this task, much of which is carried on outside of school hours, verification of the evidence is an essential element of the assessment process.

Many tasks failed to provide any evidence of achievement, or provided evidence with no verification. A significant number of tasks contained only one piece of evidence. Many candidates are not using the Participation Record, included in the pro-forma booklet, as one piece of evidence.

A significant number of candidates did not give serious consideration to three options/challenges at the beginning of the process. This was evident from the reasons outlined for not choosing two of the challenges. Examiners stated that many tasks lacked genuine research and the reasons given for rejecting challenges were often repetitive.

The time scale for undertaking and completing the achievement must be at least three months. Some tasks were unsuitable because the time scale was too short e.g. making a cake, arranging a football match, one-day course, film review etc. This short time frame did not allow for regular engagement or progression.

Some tasks were too closely related to modules within the LCA programme and were therefore not suitable for this Practical Achievement Task. Examples included the
following: Investigations on drug awareness; cancer; refugees; career investigations. These tasks were more suited to General Education Tasks or Contemporary Issue Tasks.

The similarity in many of the tasks presented, indicating in certain instances excessive teacher input, seemed to undermine many of the educational aims of this task. It resulted in uniformity of tasks, lack of individual contribution and engagement, lack of understanding of the material presented, and lack of confidence at the interview.

Some candidates who attended evening classes as part of their Practical Achievement Task did not describe the specific skills acquired within each class and, as a result, the log entries were very repetitive. The log entries also presented problems for those candidates who choose the Driver Theory Test as their task. The Driver Theory Test, if chosen, should represent only part of the PAT task on learning to drive. Participation in formal driving lessons, with a suitable verifier should be part of the task so that achievement can be measured.

The notion of ‘achievement’ was not clear in some cases. Attending a gym, for example, is not a suitable PAT task in itself unless it is accompanied by regular fitness tests to ascertain progress/achievement. As previously stated, studying for the Driver Theory Test on its own is not sufficient, unless the student actually sits the driving test and takes driving lessons which can be verified by a suitable verifier.

Tasks not adhering to the spirit of the Practical Achievement Task generally occurred in ‘clusters’ in some centres. There is an increase in the number of classes doing identical Practical Achievement Tasks, which in most cases are very teacher-led. This is against the spirit of the task as it does not facilitate independent learning. As a result of this, candidates do not perform well under specific criteria of the marking scheme including: individuality, self-evaluation and carrying out of task.

Candidates who were awarded low marks in general did not engage with the task. Planning was poor, log entries were scant and little evidence or no evidence of achievement was presented. It was evident that these candidates were not sufficiently motivated to complete the task.
6. CONCLUSIONS

- The overall consensus among candidates, teachers and examiners is that this task has great potential. Examiners were impressed with the level of skill and commitment shown by the majority of students. Examiners commented on the positive attitude, sense of achievement, and raised self-esteem experienced by many candidates. Candidates commented that this task gave them the opportunity to develop a hobby or outside interest, which they previously did not have and that receiving credit for it was an added bonus.

- Candidates who chose tasks suited to their abilities and life styles, who had specific time-tables periods for the task, and were mentored by teachers on an on-going basis generally performed very well.

- Due to the nature of this task, much of which is carried on outside of school hours, verification of the evidence of achievement is an essential element of the assessment process, yet some student tasks chosen by candidates could not be verified, resulting in a significant loss of marks.

- Many tasks failed to provide any evidence of achievement as is required for this task, resulting in a significant loss of marks.
RECOMMENDATIONS

For Schools/Centres

- Since the task is an individual task, unique to each candidate, and not anchored in any specific programme area, it is essential that regular, scheduled time be made available in the school to facilitate the mentoring process.

- A designated teacher/monitor should be appointed with responsibility for this task.

- Candidates must be available for assessment during the agreed assessment week and should be free from other activities so as to facilitate examiners in organising their schedules.

- Work experience or other out-of-school activities should not be organised during the assessment week.

- All candidates should present for the initial group meeting with the examiner.

- Completed Form P2 should be available for the examiner on arrival together with a running-order of candidates for interview.

- Centres provided by schools for assessment should be adequately heated, well lit, have space to accommodate up to three persons, and if possible have a window or glass-panelled door.

- All tasks should be ready for immediate assessment on arrival of the examiner.

- Efforts should be made to minimise noise levels and other interruptions during the assessment process. It is recommended that only one candidate should be outside the interview room at any time as the assessment process takes...
approximately 20 minutes per candidate. Following the interview of one candidate the examiner is required to assess the report of the next candidate prior to his/her interview.

**For Teachers**

- While the main responsibility for the task rests with the individual candidate, the teacher must support all stages of the process. This is vital to the success of the task.

- Teachers must be familiar with the specification for the task as outlined in *Programme statement & Outline of Student Tasks* p. 47-54, available from the Government Publication Sales Office.

- Tasks must be relevant to Practical Achievement Task and must be commensurate with the time recommended for the task completion. Teachers should assist candidates in choosing an appropriate task. Class members should be encouraged to choose different challenges if possible.

- In preparing the student tasks an appropriate balance must be struck between teacher-guidance and the exercise of self-responsibility by candidates.

- Early planning is vital. Candidates should be informed of the parameters and requirements of the task. Deadlines should be agreed in advance and adequate time should be given for completing the pro-forma booklet.

- ‘Self-evaluation’, which relates to learning about oneself, must not be confused with the ‘Meeting the Brief’ criterion in relation to the task engaged in.
• All tasks chosen must be capable of being verified. A verifier must be an adult who is knowledgeable in the area of achievement and who can verify participation and progress made.

• The Pro-forma Booklets should be written up at regular intervals throughout the period of the task.

• Candidates should have sufficient practice in interview technique. Opportunities should be provided for them to practice communicating orally their understanding of the process they engaged in, in carrying out their task. Candidates should be made aware that the interview provides them with a real opportunity to improve the marks awarded for the tasks presented.

For Candidates
• Familiarise yourself with the criteria for the assessment of the student task.

• Conduct an audit of interests, hobbies or skills that you would like to acquire, based on available resources and interests.

• Draw up a number of challenges you might consider and, following research, select one challenge you wish to engage in.

• Choose a challenge for your task that can be verified and for which clear evidence of achievement can be obtained.

• Contact the verifier and explain the process. Seek their commitment to the process.

• Set realistic attainable goals, following discussion with the verifier and the teacher/mentor.

• Set target dates to complete different components of the task.
• Write up your Pro-forma Booklet at regular intervals and have it monitored by your teacher/mentor.

• Commit to the task so as to achieve a sense of mastery and achievement.

• Prepare well for the interview, as it is an opportunity to improve on the marks awarded for the task report presented.
APPENDIX 1 – CIRCULAR REGARDING PRACTICAL ACHIEVEMENT TASK

ARRANGEMENTS FOR THE ASSESSMENT OF THE PRACTICAL ACHIEVEMENT TASK

This circular outlines the arrangements for the assessment of the Practical Achievement Task (PAT). It should be read in conjunction with the specifications for the task as outlined in the "Programme Statement & Outline of Student Tasks" pages 47-54.

INTRODUCTION

Students of the Leaving Certificate Applied Programme, entering Year 2 in September 2001 and in subsequent years, are required to complete a Practical Achievement Task and to present it for examination at the end of Session 3 (February Task Assessment). The Department of Education and Science will supply a pro-forma assessment booklet. This booklet will enable candidates to follow the prescribed outline and procedure for this task. All students are obliged to incorporate this pro-forma booklet into their task. The pro-forma booklet outlines in detail the requirements of the different stages.

1. SCOPE OF THE TASK

The task is an individual student task, chosen by the student with the help and guidance of the teacher. It should be specific/well-defined, within the ability range of the student, capable of being independently verified and oriented towards student achievement.
The task involves a process beginning with the planning phase and ending with the evaluation of the task and self-evaluation by the student. The time span for undertaking and completing the achievement is at least three months.

Due consideration should be given to health and safety issues when choosing the task. The task should represent a challenge to the student, allow opportunities to gain the proposed level of success and lead to the development/improvement of the student.

The task should be broadly related to the aims of the Leaving Certificate Applied. It must not be already submitted for assessment but it may build upon existing pursuits, skills or specific aspects of the Leaving Certificate Applied programme developed and/or undertaken by the student.

The Practical Achievement should:
- be action oriented
- be meaningful for the student
- have an education focus
- be adequately supervised
- be appropriate to the age and ability of the student
- be oriented towards achievement.

2. PURPOSE OF THE PRACTICAL ACHIEVEMENT TASK

The task is aimed at developing in students a wide range of abilities and an understanding of the elements involved in successfully undertaking and completing a Practical Achievement Task.

It will provide the student with the opportunity to:
- engage in decision making/goal setting
- develop skills in planning and reflection
- demonstrate perseverance/dedication/commitment
- achieve a sense of mastery and achievement.
2.1 The Expected Outcomes include:

- Practical Achievement Task undertaken and completed
- Skills development in planning, reflection, goal setting and self-discipline
- Sense of mastery and achievement
- Completion of a report incorporated in a pro-forma booklet.

3. STAGES OF THE PRACTICAL ACHIEVEMENT TASK

The Practical Achievement Task has three stages.

3.1 Planning Stage

Good planning increases the likelihood of successfully accomplishing the task. The main planning activities include:

- Setting a clear goal from alternatives considered
- Identifying specific, clearly defined aims to enable the candidate measure success
- Selecting and sequencing a series of steps/procedures to achieve the goal
- Identifying potential obstacles to the successful attainment of the goal.

The focus should be on implementing the steps in the plan. The student must be able to monitor the steps along the way in order to ensure s/he is making progress towards the specified goal. Adequate time should be given to this stage to ensure that the task chosen is capable of being achieved, of being independently verified, and of being completed within the time frame.

The planning stage involves consideration of the following:

- Needs/Interest Analysis/Audit
- Background Research
- Selection of task from alternatives considered
- Appropriate level of challenge (meaningful/achievable) determined by the ability level of the student and by the resources available.

The Plan should be realistic and practical and take account of:
• Resources required/available
• Activities required to achieve goal
• Setting of time scales
• Achievability/completion date
• Safety considerations.

The *Initial Statement* is the outcome of the planning stage.

### 3.2 Implementation Stage/Operational Stage

Records of progress and evidence of achievement have a central role in the assessment of the task. Through these, the examiner will assess the time and effort put into the task by the student and the level of achievement gained. The Log Book identifies the activities engaged in, the stages executed and the results throughout the duration of the task. The activities should clearly reflect the aims of the task.

The *Log Book* should indicate the regular engagement/involvement of the student in the task over the three-month period. It should contain a minimum of five clearly dated records, spread over the required period, should indicate the level of involvement with the process, and contain appropriate comments describing engagement and evaluation. The Log entries must be signed by the student and the school manager or his/her representative in order to verify their authenticity.

While the process is critical, it is also very important to make progress. Evidence needs to be provided in order to determine achievement. *Two* sources of evidence are required. Evidence could include awards, certificates, verifier evaluation report, photographs etc.

*The Log Book provides a record of the process engaged in by the student while the evidence verifies the achievement(s).*

### 3.3 Culminating Stage/ Evaluating Stage
In the **Concluding Statement** the student reviews, evaluates and interprets the experience and demonstrates its application to future endeavours. The student evaluates all stages of the task he/she has undertaken and completed. The student also evaluates self as a result of the task- skills, attitudes developed, difficulties encountered and lessons learned about self for the future. The student specifies if goals have been achieved, s/he draws meaningful conclusions and makes recommendations for the future. The statement will be assessed according to the personal goal(s) set by the student.

4. **TEACHER ROLE**

While the main responsibility for the task rests with the individual student, teacher support at all stages of the process is required and is vital to the success of the task. Adequate time must be made available for supporting/mentoring students as they undertake this task. The teacher must:

- Initially inform the student of the **parameters** and requirements of the task, assist the student in choosing an **appropriate** task and advise him/her on verification

- During the planned activity determine if progress is being made according to the plan and guide the student in reassessing and changing the plan if necessary

- At the final stage prepare the student for the assessment (completion of the pro-forma booklet / collection of evidence/verification of evidence, etc.).

Since the task is an individual task, unique to each student, it is not anchored in any specific area of the programme. It is essential that regular, scheduled time be made available in the school to facilitate the mentoring process.

5. **VERIFIERS OF EVIDENCE**

All tasks chosen must be verifiable. A verifier must be an adult who is knowledgeable in the area of the achievement and who can verify participation and
progress made. Students must not choose an activity that cannot be verified, as verification of the evidence is an essential part of the assessment process.

6. **ASSESSMENT**

Assessment will be conducted on the basis of the following criteria:

- Ability to select and plan effectively a practical achievement
- Quality of engagement in the activity and evidence of progress and achievement provided
- Ability to reflect/evaluate experiences of undertaking and completing the task.

The task must be presented in an orderly, coherent manner. There must be evidence of cross-curricular applications and the process of integration should be clearly evident. There should be evidence of development throughout the task.

Students will present for interview. The interview will involve discussion between the examiner and the students about the work involved in the task. The pro-forma booklet or the pro-forma booklet with audio or video (if these media are chosen to present the initial and concluding statement) must be presented also.
APPENDIX 2

SAMPLE OF RANGE OF TASKS PRESENTED FOR ASSESSMENT

Evening Classes in

- First aid
- Cookery
- Computers/CAD/Web design
- Joinery
- Woodwork
- Metalwork
- Welding
- Interior Design
- Dressmaking
- Hair care
- Quad safety
- Aromatherapy
- Reflexology/Reiki
- Beauty therapy
- Self defence
- Plastering
- Health/fire safety/road safety
- Bar management
- Flower arranging
- Photography
- Set dancing
- Carpentry
- Childcare
- Manicure
- Car maintenance
- Roofing
- Art
- Foreign Languages
- Calligraphy
- Fire fighting
- Panel Beating
- Body building
- Hip Hop
- Car Maintenance

(b) Craft Work
- Knitting
- Appliqué
- Batik
- Tapestry
- Crocheting
- Cross-stitching/Embroidery
- Leatherwork
- Patchwork
- Tie dying
- Soft toys
- Making a quilt/cushions/wall hangings
- Making a steel gate
- Making a gun box/box for transporting dogs
- Working with stained glass
- Making Christmas cards
- Making a wooden bowl
- Making a nursery mobile/dream-catcher
- Making a clay pigeon trap
- Making a wooden bench
- Making a garden swing
- Constructing a dry stone wall
- Model of a car
- Mirror frame
- Car ramps
- Doll’s house
- Table lamp
• Chessboard
• Mind Puzzle
• Making a Crib
• Dartboard case

(c) Coaching Course
• Football
• Basketball
• Swimming
• G.A.A
• Camogie
• Handball

(d) Learning /acquiring skill
• Play guitar
• Play keyboard
• Play drums
• Play bagpipes
• Play piano
• Play bodhran/tin whistle
• Play golf
• Ride a horse
• Grow a herb garden
• Candle making
• Upholstery
• Make a film/cartoon
• Restore vintage cars/old bicycle/go-cart
• Fit kitchens
• Use a guide dog
• Use sign language
• Convert a garage
• Lap/Salsa/Line/Belly dance
• Paint with water colours
• Decorate a bedroom
Drive a car
Repair a crashed van/ motorbike
Operate a hydraulic lift
Operate a forklift
Wood turning
Work in a radio station/DJ
Make a video
Make a CD/mix tracks/ record a song
Set up a website
Build a rockery garden
Lifesaving
Train pigeons
Sign Language
Braille

(e) Take up a hobby
Singing
Gardening
Weight lifting
Aerobics
Keep fit
Swimming
Football
Basketball
Aqua-aerobics
Mountain climbing
Photography
Snooker
Yoga
Fly tying
Drama
Badminton
Various types of dancing
Kick boxing
- Karate
- Breeding budgies/dogs
- Belly dancing
- Tae-Bo/Tae Kwondo/Tae Chi
- Golf
- Boxing
- Sailing
- Pig farming
- Kayaking
- Civil Defence/FCA
- Majorettes
- Cooking

(f) Voluntary work
- Home help/Hospital visitor/visit old people
- Classroom assistant/crèche assistant
- Fundraising
- Becoming a special needs carer
- Organising a homework club/breakfast club
- Organising a summer camp
- Lifeguard
- Set up a No Name club
- Paired reading

(g) Other
- Leadership course
- ECDL course
- Study of alternative therapies
- Design and produce a cycle safety manual
- Post Office assistant
- Become a DJ
- Produce an Art portfolio
- Parenting course
- Avon representative
- Manage an office
- Organise school library
- Gaisce award
- Training in a fast food outlet
- Visit and record on historical sites
APPENDIX 3

Practical Achievement Task - Marking Criteria

Selection Process: Decision making process, identify 3 challenges, factors involved in selection and rejection i.e. interest/hobbies/existing skills, starting point. 10 marks

Clarity of Purpose: Realistic, attainable aims, clearly defined and developed. 10 marks

Research & Planning: Starting date, background research, information gathering techniques used, sources of information credited, identify potential obstacles, skill assessment, resource assessment, equipment, drawings, pattern, costing, time plan, sequencing, checklists of resources, safety considerations, finishing date. 10 marks

Carrying out of Task: Record of progress/regular engagement/involvement & progression, application of skills, description of activity, resources used (people, equipment, finance, etc.), problems encountered if any, adaptation of plans if required, quality control measures, implementation of Health & Safety regulations; extent, quality & relevance of cross-curricular applications. 20 marks

Meeting the Brief: Critical appraisal of completed task with reference to aim(s)/were goals achieved/modification to task (if any)/conclusions drawn. 10 marks

Self Evaluation: Skills/attitudes developed, difficulties encountered and lessons learned about self for the future. 10 marks

Evidence of Achievement: TWO specific sources of verified evidence indicating achievement, defined and clearly explained, series of photographs, certificates, videos/audios, participation records, samples of work, etc. 10 marks

Individuality: Inventiveness, innovation, resourcefulness, in selection/organisation of the Task, candidates own work, evidence of original input, aesthetic considerations. 10 marks

Effectiveness of Communication and Presentation

(i) Written/Audio/Video: layout, neatness, legibility, clarity, organisation, use, appropriateness and quality of materials presented.

(ii) Oral: oral communication skills, ability to convey ideas – clarity, fluency and coherence, etc. 10 marks