

# LEAVING CERT. APPLIED IN-SERVICE

*GRAPHICS AND CONSTRUCTION STUDIES*

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## Leaving Certificate Applied Programme

- ▶ The Leaving Certificate Applied Programme (LCA) is a distinct, self-contained two-year programme aimed at preparing students for adult and working life. It is designed for students who do not wish to proceed directly to third level education or for those whose needs, aspirations and aptitudes are not adequately catered for by the other two Leaving Certificate programmes or who choose not to opt for those programmes. The Programme is administered and assessed by the State Examinations Commission.

## Graphics and Construction Module

This vocational specialism provides learners with an opportunity to develop a range of practical and generic skills in the area of Graphics and Construction Studies. It facilitates their personal and social development by providing opportunities to engage with the local community. It encourages expression using a range of graphical and other communication skills. The course also seeks to engage the learners in considering and experiencing the aesthetic, environmental, vocational and consumer awareness dimensions of the construction industry.

## ASSESSMENT

- ▶ Credits towards the final award are accumulated throughout the two years of the programme through:
- ▶ 1.) Satisfactory completion of modules. (Maximum of 62 credits)
- ▶ 2.) Performance of students tasks. (Maximum of 70 credits)
- ▶ 3.) Performance in the final examinations. (Maximum of 68 credits)

## GRADING STRUCTURE

- ▶ This LCA Certificate is awarded at three levels:
- ▶ Pass            60–69 %    (120 – 139 credits)
- ▶ Merit            70–84 %    (140 – 169 credits)
- ▶ Distinction    85–100%    (170 – 200 credits)
  
- ▶ Candidates who acquire less than 120 credits will receive a Record of Credits. This will also apply to those who leave before the end of the programme.

## SUBJECT CHOICE

- ▶ English and Communication
- ▶ Mathematical Applications
- ▶ Social Education
- ▶ Gaeilge Chumarsáideach
- ▶ Modern European Language i.e. French or German or Spanish or Italian
- ▶ **2 subjects from the Vocational Specialism Group:**

# Vocational Specialism Group

Agriculture/Horticulture

Childcare/Community Care

Graphics and Construction Studies

Craft and Design

Engineering

Hair and Beauty

Hotel, Catering and Tourism

Office Administration and Customer Care

Technology

Information and Communication Technology

Active Leisure Studies

## The role of the State Examinations Commission in LCA

- ▶ To maintain a record of the credits attained by each course participant at the end of each of the four sessions.
- ▶ To assess performance of the Student Tasks.
- ▶ To set and mark the final examinations.
- ▶ To award the Leaving Certificate Applied.

## INTRODUCTION (RATIONALE)

- ▶ THIS IS A VOCATIONAL SPECIALISM WHICH AIMS TO PROVIDE STUDENTS WITH A RANGE OF PRACTICAL AND GENERIC SKILLS IN THE AREA OF GRAPHICS AND CONSTRUCTION.
- ▶ IT IS INTENDED TO PROVIDE STUDENTS WITH POSITIVE LEARNING EXPERIENCES WHICH WILL IMPROVE SELF CONFIDENCE AND RAISE SELF ESTEEM.

## MODULES

- ▶ STUDENTS HAVE TO COMPLETE FOUR MODULES.
- ▶ THERE ARE SIX MODULES ONE COMPULSORY AND FIVE ELECTIVE.
- ▶ A MODULE REPRESENTS APPROXIMATELY 30 HOURS OF WORK. (3-4 class periods/week)
- ▶ EACH MODULE HAS A NUMBER OF **KEY ASSIGNMENTS** TO BE COMPLETED FOR ASSESSMENT.

**MODULE NO 1 GRAPHIC COMMUNICATION**  
*(CORE MANDATORY MODULE)*

<b>MODULE NO 2</b>	<b>CONSTRUCTION</b>
<b>MODULE NO 3</b>	<b>BUILDING SERVICES</b>
<b>MODULE NO 4</b>	<b>WOODCRAFT</b>
<b>MODULE NO 5</b>	<b>DESIGN AND MANUFACTURE OF EDUCATIONAL TOYS</b>
<b>MODULE NO 6</b>	<b>COMPUTER AIDED DESIGN</b>

*THREE MODULES FROM THE ABOVE HAVE TO BE  
CHOSEN TO COMPLETE THE FOUR.*

**MODULE 1**  
**GRAPHIC COMMUNICATION**

- ▶ UNIT 1 Freehand drawing and colour rendering
- ▶ UNIT 2 Shapes and logos
- ▶ UNIT 3 Drawing systems
- ▶ UNIT 4 Simple developments and packaging
- ▶ UNIT 5 Scale drawing
- ▶ UNIT 6 Computer aided design
- ▶ UNIT 7 Health and safety
- ▶ **KEY ASSIGNMENTS**

## **MODULE 2**

### **CONSTRUCTION**

- ▶ UNIT 1 Planning and the Built Environment
- ▶ UNIT 2 Planning a room
- ▶ UNIT 3 Planning a house
- ▶ UNIT 4 The Building Envelope
- ▶ UNIT 5 The Construction Industry
- ▶ UNIT 6 Health and Safety
- ▶ **KEY ASSIGNMENTS**

## **MODULE 3**

### **BUILDING SERVICES**

- ▶ UNIT 1 Health and Safety
- ▶ UNIT 2 Provision of Services – Water
- ▶ UNIT 3 Plumbing in the Home
- ▶ UNIT 4 Provision of Services – Electricity
- ▶ UNIT 5 Electricity in the Home
- ▶ UNIT 6 Communication Graphics
- ▶ **KEY ASSIGNMENTS**

## **MODULE 4**

### **WOODCRAFT**

- ▶ UNIT 1 Outdoor Domestic Products
- ▶ UNIT 2 Indoor Domestic Products
- ▶ UNIT 3 Hand Tools and Materials
- ▶ UNIT 4 Design Graphics
- ▶ UNIT 5 Selection and Installation of Hardware
- ▶ UNIT 6 Health and Safety
- ▶ **KEY ASSIGNMENTS**

## **MODULE 5**

### **DESIGN AND MANUFACTURE OF EDUUCATIONAL TOYS**

- ▶ UNIT 1 Evaluating Existing Designs
- ▶ UNIT 2 Mobile and Secondary movement Toys
- ▶ UNIT 3 Educational Toys
- ▶ UNIT 4 Puzzles and Games
- ▶ UNIT 5 Design Graphics
- ▶ UNIT 6 Health and Safety
- ▶ **KEY ASSIGNMENTS**





**What are key assignments?**

A. They are a number of learning experiences that have been selected from the module as being of key importance. Key assignments plus 90% attendance are a minimum requirement to obtain credit for a module.

**Where can the key assignments be found?**

A. They are printed at the end of each module.



**How many key assignments are there?**

A. Four for each module.

**What standard is required of key assignments?**

A. It is required that the key assignments be 'satisfactorily completed'. They should show the individual student's participation in the learning experience and should be completed to the best of the learner's ability but are not judged in terms of marks or grades.

**Q. Can I write my own key assignments?**

A. No.

**Q. Do students have to do all of the key assignments?**

A. Yes, all four key assignments must be completed by each student.

**Q. Can key assignments be included in tasks?**

A. Yes they can be extended to form part of a task. LCA tasks require a minimum of 10 hours activity and are therefore much greater than a key assignment.

**Q. How are key assignments assessed?**

A. Key assignments form part of the assessment of module completion. In order to obtain credit for a module the student must satisfactorily complete all 4 key assignments and provide evidence of them. In addition to this the student must have at least 90 % attendance for that module.

**Q. What type of evidence can be presented?**

A. Evidence of key assignments can be presented in a variety of forms e.g. written, visual, artefacts, photographs, video/DVD, audio, etc.

B.

**Q. When are key assignments assessed?**

A. Each session credits are given for modules which have been satisfactorily completed based on both attendance and evidence of key assignments for the specific module.

**Q. How many credits are given for key assignments?**

A. Both key assignments and attendance are taken into account for module credits. Modules from courses with a final examination are worth 1 credit while non-examination courses/modules are worth 2 credits.

**Q. Do key assignments need to be stored for a particular length of time?**

A. Yes, first until the appeals process for the relevant session is over. Evidence of key assignments are also required for LCA programme inspections. They must be stored safely until the student has finished the 2 years.

Finally LCA students use their key assignments to revise and prepare for final examinations.

## **Please Note:**

**Evidence of Satisfactory Completion of Modules** (student attendance record for the specific module & student evidence of each of the key assignments) must be available for inspection by Department of Education & Science until the final date for appeals in Session 4. The evidence for each session must be kept until the individual student has completed the two years of the programme and the final result for all sessions has been issued.

# TASKS

**Student Tasks** (projects) are assessed by external examiners appointed by the Department of Education and Science. These Tasks may be in a variety of formats – written, audio, video, artefact etc. Each student is also required to produce a report on the process of completing the Task. This report may be incorporated in the evidence of task performance. Chief Examiner Reports on all student tasks are available to download from the State Examinations Commission Website at [www.examinations.ie](http://www.examinations.ie)

## **STUDENT TASK:**

### **Product/Production/Live performance Marking Criteria for Report**

**Clarity of Purpose:** statement of aim/s - clear, relevant

**Research & Planning** background research, information gathering techniques used, sources of information credited, alternative solutions – product/craft/play etc. skill assessment (own and group if applicable), resource assessment, equipment, tools, designs, drawings, scripts, receipts,, costing, action plan, sequencing, checklists of resources etc.

**Carrying out of Task:** Application of skills, use of tools and materials, skills appropriate to the task, skill factor, quality control measures, implementation of Health and Safety regulations etc.

**Meeting the Brief/ Suitability for purpose** Evaluation of product/production, with reference to aims (by Examiner) –

**Quality** of product/production - finish of product, visual quality, safety, taste/flavour etc.

**Suitability for purpose**, choice of technique, script, craft, materials, equipment etc. related to the purpose/brief etc.

**Analysis/evaluation of product/production by candidate** with proposals for modification if applicable

**Creativity/originality Innovation:**

Candidates own work, selective use of commercial patterns/designs/kits – (source credited) evidence of original input by way of development/ interpretation.

**Aesthetic considerations** – presentation, design, colour etc. Own design/composition, inventiveness, resourcefulness.

**Self Evaluation:**

evaluation of own role, knowledge of self, skills/ attitudes developed, difficulties encountered and lessons learned about self for the future etc.

### **Evidence of CrossCurricular Applications and Integration:**

extent, quality and relevance of cross-curricular applications, coherence of Integration.

### **Effectiveness of Communication and Presentation:**

(i) Written: format, layout, neatness, *legibility, clarity/organisation*, use, appropriateness and quality of *illustrative material, table of contents etc.*

(ii) Oral: *oral communication skills, ability to convey ideas* -clarity, fluency and coherence.

## **FOLIO PRESENTATION**

**FOR TASKS**

# AIM

THIS IS A STATE MENT OF THE PROBLEM TO BE SOLVED OR AN OUTLINE OF THE INVESTIGATION TO BE CARRIED OUT.THIS SHOULD BE CLEARLY WRITTEN AND ATTAINABLE (WITHIN A PUPILS CAPABILITY)AND EASILY EVALUATED.

1. WITHIN STUDENTS ABILITY RANGE.
2. CLEARLY WRITTEN.
3. EASILY EVALUATED.
4. LINKED TO MODULE BEING COVERED.

## CONTENTS PAGE



- ▶ AIM (DESIGN BRIEF)
- ▶ ANALYSIS OF AIM (DESIGN BRIEF)
- ▶ INVESTIGATION AND RESEARCH
- ▶ POSSIBLE SOLUTIONS
- ▶ CHOSEN SOLUTION
- ▶ WORKING DRAWINGS
- ▶ METHOD OF MANUFACTURE
- ▶ EVALUATION

*Note there must be some element of Maths and IT included in the task folder*

## GETTING STARTED

- ▶ BUY A FOLDER
- ▶ CREATE A COVER PAGE USING I.T.
- ▶ SELECT A TASK(BASED ON CURRENT MODULE)
- ▶ ANALYSE THE CHOSEN TASK.
- ▶ INVESTIGATE THREE POSSIBLE SOLUTIONS
- ▶ DRAW A SKETCH OF EACH SOLUTION.
- ▶ CHOOSE THE REFERED SOLUTION.
- ▶ PRODUCE A WORKING DRAWING
- ▶ BEGIN PRODUCTION OF TASK

## ANALYSIS OF TASK(BRIEF)

WHAT ARE YOU TRYING TO MAKE?

WHAT SIZE MUST IT BE?

WHO WILL USE IT?

HOW LONG WILL IT TAKE TO MAKE?

HOW MUCH WILL IT COST?

WHERE WILL IT BE USED?

WHAT FINISH WILL IT HAVE?



## INVESTIGATION & RESEARCH

- LETTERS TO VARIOUS COMPANIES.
- LIBRARY VISITS.
- INTERVIEWS.
- INTERNET INQUIRES.
- MAGAZINES & BOOKS.
- SURVEYS. (opportunity to integrate maths)
- SHOP & FACTORY VISITS.

## POSSIBLE SOLUTIONS

STUDENTS SHOULD TRY TO PRODUCE AT LEAST THREE POSSIBLE SOLUTIONS USING ANY OF THE BELOW DRAWING SKILLS;

- ▶ FREEHAND SKETCHES.
- ▶ ORTHOGRAPHIC DRAWINGS.
- ▶ ISOMETRIC DRAWINGS.
- ▶ OBLIQUE DRAWINGS.
- ▶ TRACINGS.

## CHOSEN SOLUTION

STUDENTS SHOULD GIVE REASONS TO SHOW WHY THEY HAVE CHOSEN THE PARTICULAR SOLUTION WHICH THEY ARE GOING TO PRODUCE.

## WORKING DRAWINGS

THE WORKING DRAWINGS CAN BE DRAWN USING ANY OF THE FOLLOWING DRAWING TECHNIQUES AND SHOULD BE DIMENSIONED.

- **FREEHAND SKETCHES.**
- **ORTHOGRAPHIC DRAWINGS.**
- **ISOMETRIC DRAWINGS.**
- **OBLIQUE DRAWINGS.**
- **TRACINGS.**

## METHOD OF MANUFACTURE

THIS SHOULD GIVE A BRIEF ACCOUNT OF THE VARIOUS PROCESSES USED IN PRODUCING THE TASK AND MAY BE WRITTEN IN POINT FORM AND HAVE SKETCHES OR DRAWINGS WHERE NEEDED.

## EVALUATION

1. DOES THE TASK MEET THE AIM?
2. WHAT ARE THE BEST POINTS?
3. ARE THERE ANY IMPROVEMENTS WHICH COULD BE MADE?
4. WHAT NEW SKILLS DID YOU LEARN?
5. WHAT DID YOU FEEL WERE THE MOST DIFFICULT PARTS OF THE TASK?
6. HOW DID YOU FEEL ON COMPLETION OF THE TASK AND WHY YOU FELT THIS WAY?