

## Education Elective

3. (a) *In a post-industrial society increasing emphasis is placed on the ability to continuously acquire knowledge, skills and competencies in an environment of constant change. (Report of the Taskforce on Lifelong Learning, 2002).*

(i) Discuss the factors that affect educational achievement.

*(Expect 3 points @ 4 marks each)*

**Intelligence, Influence of family and home, Family size, Environment, The school attended etc.**

(ii) Name and give details of two initiatives that have improved access to second chance education.

*(Expect 2 @ 7 marks each)*

**VTOS**- Courses of up to 2 years for long term unemployed over 21. Personal development, business and computer skills. Training allowance paid.

**Youthreach**- Managed by V.E.Cs. Targets young people between 15 and 18 who have no formal education. Provides the knowledge, skills and attitudes to make transition to work and adult life.

**FAS**- Provides community training work shops for adults

**P.L.C courses**- Offer training with work experience. Means of getting into Further Education. Variety of courses. No fees paid. Exams under NCVA certification

**Distance learning**- Open university and OSCAIL at DCU. Build up Degree through Credits. No entry requirements.

**BTEA**- Funded by Dept of Social, Community and Family Affairs. Unemployed for 15 months and over 21. Many lone parents. Full time or part time. Receive social welfare payments and a small grant

**Special Initiatives for Disadvantaged Adults Scheme**- Funds through VEC for books, materials etc.

**Teagasc**- Provides courses and certification in agriculture

**Community Education Schemes, Macra na Feirme, Adult Literacy Initiatives etc.**

- (iii) Analyse the possible reasons why many people return to education having concluded their initial education and / or training.

*(Expect 4 points @ 6 marks each)*

self satisfaction, professional development, improve promotion chances, keeping skills up to date, the social aspect of life etc.

3. (b) “40% of parents with young children use childcare regularly” (CSO 2003).

- (i) (a) Name two types of childcare available in your locality

*(Expect 2 @ 2 marks each) = 4*

Crèches, Playgroups, Childminders, Nursery schools, Au-pairs

- (b) Outline the key considerations a parent should take into account when evaluating a childcare option.

*(Expect 5 points @ 2 marks each) =10*

Premises registered, Cost, Location, Materials age appropriate, Training of carers, Condition of premises, Ratio of carers to children, Safety, Insurance, Activities etc.

(2004 HL)

3. (c) Education provision should accommodate students with different needs

- (i) Give an account of the supports provided in second-level schools for students with special education needs.

*Expect 3 developed points @ 6 marks each*

Resource teachers and Special Needs assistants support students in class, visiting teachers advise and assist teachers of visually or hearing impaired pupils, special classes set up for students with special needs, teaching staff are highly qualified with additional training, extra resources are channelled where the needs are greatest, special accommodations in examinations etc.

- (ii) Outline the benefits of pre-school education.

*Expect 3 points @ 4 marks each*

Children become more socially aware by playing and interacting with other children, form relationships outside the home, become more independent and confident. Their intellectual development is speeded up; they develop physically by playing games etc.

(2005 HL)

*'Education is a life long experience.'*

- (i) **Outline three ways in which education contributes to the development of the individual.**

**3 points @ 5 marks each (15)**

- *Physical development – dexterity is achieved by taking part in activities.*
- *Emotional development – independence from parents, sensitive and supportive to others. R.S.E. allows for discussion relating to emotions.*
- *Intellectual development – resources, comfortable surroundings, subject choice, extra curricular activities, classmates and exams provide challenges and competition – encouraging developing.*
- *Moral development – ethos of school, S.P.H.E. and R.E. deal with morality etc.*

- (ii) **Summarise the factors that influence a student's educational achievement.**

**3 factors @ 5 marks each (15)**

- *Intellectual ability.*
- *Personal motivation*
- *Parental attitude to education.*
- *Family size – economic restraints.*
- *Home environment.*
- *Locality and school environment.*
- *Peers can greatly influence one's attitude to school and study etc.*

**(2006 OL)**

3. (c) (i) Name and describe **two** contemporary initiatives which aim to improve the accessibility of education. .

*2 initiatives @ 9 marks each*

*(Name = 3 marks; description = 2 points @ 3 marks each marks) x 2*

LCA, LCVP, Learning Support Teachers, PLCs, VTOS, Traveller Training Centres, Youthreach, Special Needs assistants, Homework clubs, Fás, Transport, Additional resources e.g. laptops etc. BTEA, Visiting teacher service etc.

- (ii) Outline the measures taken to alleviate gender inequity in education.

*3 measures @ 4 marks each*

Improved participation rates of girls in science subjects, Subject syllabii are gender neutral, Textbooks are less stereotypical. Broader range of subjects in single-sex schools, Understanding Masculinities Programme, SPHE - Issues of gender etc.

**(2006 HL)**

**3.(b) (i) Second level education in Ireland has undergone significant change in recent years.**

Discuss the above statement and refer to:

- the range of programmes offered in second level schools
- facilities and resources provided in schools
- opportunities for school leavers.

**(24)**

**6 points @ 4 marks each**

*(One reference to each plus 3 others)*

- the range of programmes offered

*Junior certificate, leaving certificate, LCVP, LCA, transition year, etc.*

*PLC's provide young people with the skills (vocational and technological) necessary for employment or further education etc.*

- facilities and resources provided in schools

*e.g. full size PE halls, computers, home/school liaison scheme, learning support, classroom assistants, libraries, canteens, transport, swimming lessons, driving lessons, enterprise opportunities, work experience etc.*

- opportunities for school leavers

*e.g. work, third level education, post-leaving certificate courses, Youthreach, VTOS, night classes, adult literacy, FÁS training, on-line e.g. Hibernia College, Shannon College of Hotel Management, Fáilte Ireland etc.*

**(ii) Explain what you understand by 'second chance' education.**

**(6)**

**2 points @ 3 marks each**

*e.g. going back to education, re-training to improve qualifications or to follow particular areas of interest, to keep up with technological changes/computer courses, available in colleges/ universities/ secondary schools, may be available through distance learning, may be availed of by early school leavers, improving a qualification for professional development, improving promotional chances, to meet people etc.*

**(2008 OL)**

3. (a) 'It would appear that an increasing number of parents in Ireland are now recognising the importance of early childhood education, with many looking to enrol their children in pre-schools and Montessori facilities'.

Press release 2007

- (i) Discuss the purpose of education in relation to the physical, emotional, moral and intellectual development of the child. (24)

*4 points @ 6 marks each  
1 reference to each heading*

*Physical development* - manual dexterity- hand-eye coordination, body development - Home Economics, MTWood PE games, dance etc.

*Emotional* - interaction with other children & adults, empathy, children are taught that it is normal to respond emotionally to a particular event - e.g. crying when upset or in pain. They are taught to be sensitive to others and supportive to others. RSE allows for discussion relating to healthy emotions etc.

*Moral* - sets down values & morals of school life, some subjects allow for the discussion of morality e.g. S.P.H.E. Religious Education, school ethos etc.

*Intellectual* - language development, reading, numeric skills, music, artistic skills. Students study a broad based curriculum aimed at developing their intellectual abilities. Provision is made for students with learning difficulties to be integrated and catered for in schools. Exams are set to test these abilities etc.

- (ii) Comment on how socio-economic status impacts on equality of opportunity in education. (15)

*3 points @ 5 marks each*

*Middle to higher* - more likely to complete second level education & go on to third level, greater financial stability, more expendable finance for education and extra tuition etc, parents place greater emphasis on education. Research indicates that children from upper socio-economic backgrounds are far more likely to progress on to 3<sup>rd</sup> Level.

*Lower* - may not receive same opportunities & more likely to be early school leavers, high rate of illiteracy, lower stream in class - achieve lower grades, parents may not be able to assist children with their homework as they left school early, lower teacher/parent expectations etc.

- (iii) Name and give an account of one national initiative that improves access to education. (11)

*name = 3 marks  
2 points @ 4 marks each*

*e.g. Early Start pre-school programme - community-based initiative for 3-4yr olds in disadvantaged areas, funded, managed & evaluated by Dept of Education & Science. The aim is to provide children with a positive start in education, to prevent future school failure & improve overall development of students from socially disadvantaged areas. Taught by primary school teachers, childcare assistants & parents. Curriculum consists of - language, cognition, social & personal development.*

*JCSP, LCA programme enables more students to complete secondary school.*

*National Education Welfare Board (NEWB) obliges schools to put in place positive steps to encourage attendance.*

*Free fees and maintenance grants at third level etc. Home School Community Liaison Scheme*

*VTOS, Youthreach, Learning support /resource teachers, SNA's. Subsidised school transport etc.*

**(2008 HL)**

- 3.(b) 'A rapidly changing society makes new demands on the State to deliver a school that reflects the diversity of the community it serves.'

- (i) In relation to the above statement, analyse how the supports provided in schools accommodate the educational requirements of
- pupils with special needs and
  - pupils from different ethnic backgrounds.

*6 points @ 3 marks each* (18)

*e.g. resource teachers; learning support teachers, special needs assistants; visiting teachers for the visual and hearing impaired, and Down's syndrome students; special classes with low pupil/teacher ratio, language support; assistive technology; special transport support; adapted furniture and equipment; improved accessibility; special accommodations in exams; laptops and ICT, etc.*

- (ii) Outline the contribution of education to the socialisation of young children.

*3 points @ 4 marks each* (12)

*e.g. reinforces social skills taught at home; behaviour; cultural values; religious beliefs; responsibility/ punctuality; school rules; respect for authority; sharing and team work , etc.*

**(2009 HL)**