

Draft Short Description

Agenda Item	Notes
<p>Housekeeping, governance, Matters arising</p>	<p>Short amendment otherwise minutes approved and no conflicts of interest declared. Previous matters arising addressed fully by chair.</p>
<p>2nd mode of assessment</p>	<p>A Physics Research Project was presented in advance of the meeting for consideration in the draft specification. The chair opened the deliberations, and re-emphasised the importance of the brief for framing the discussions. The deliberations revolved around the pros and cons of an open component, such as the one presented in the draft specification, and the pros and cons of a more specified, experiment-based component. Some of the key points during the meeting:</p> <ul style="list-style-type: none"> - If the 2nd mode is formative and earlier in senior cycle, it will inform the subsequent learning and will not be seen as an additional “big-bang” event. - Broadening the appeal is crucial but how is it done in a manageable way? - How can lab work/research/peer review all be accommodated in 6-8 weeks? - The classroom logistics of an open component cannot be underestimated. There is a difference between 1 brief with say 20 approaches and 20 projects all with different approaches. - Scientific Literacy presents a curricular imperative. Student diversity requires agency. The coursework must work for all abilities. - 2nd mode overload is a real live issue in schools. Timing could be end of 5th year or 1st term of 6th year. - It makes sense to align the 3 science subjects and perhaps stagger the timing each coursework component. - Authentication, plagiarism, the purpose of the 2nd component, the appeal of the entire specification, and other related areas were also discussed. <p>In a final summation, the chair suggested that if we go for multiple elements or multiple routes, how do we make it workable for the SEC, the teacher and the student?</p>
<p>Next steps</p>	<p>Next Meeting Friday 26th March 2021 Deliberations on coursework will continue and further refinements to the contextual strands. The chair thanked everyone for their focussed work.</p>