



Oide

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Senior Cycle Redevelopment Webinar

Leaving Certificate Climate Action and Sustainable Development

SEC Sample Papers for Tranche 1 subjects



NCCA

An Chomhairle Náisiúnta
Curraim agus Measúnachta
National Council for
Curriculum and Assessment



An Roinn Oideachais
Department of Education



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Welcome

Webinar 2025

Leaving Certificate Climate Action and Sustainable Development



Coimisiún na Scrúduithe Stáit
State Examinations Commission



The Professional Learning Experience will not be recorded



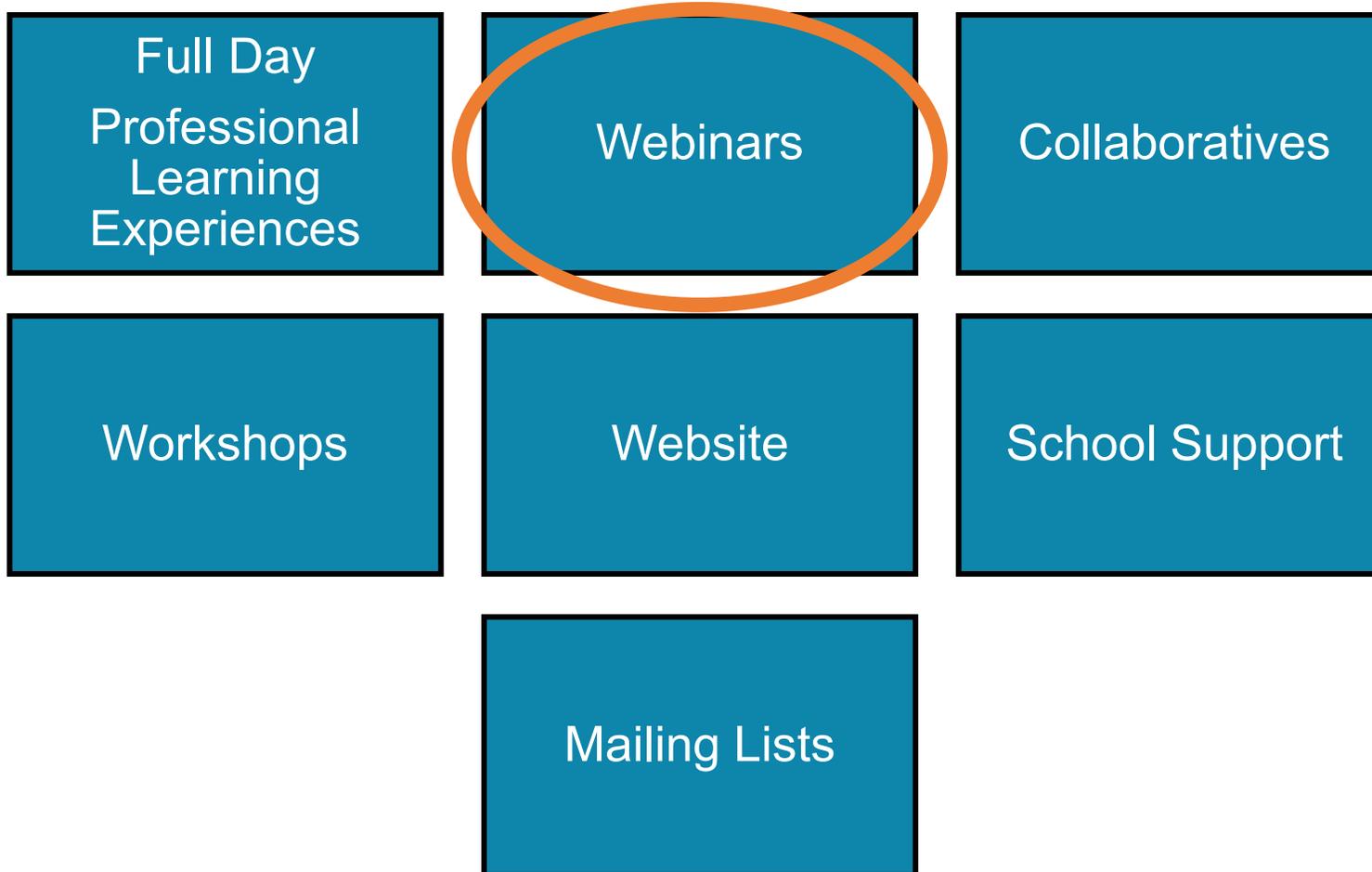
No photographs, video recording, audio recording or screengrabs



Time will be given to addressing your questions asked through the Q and A feature.

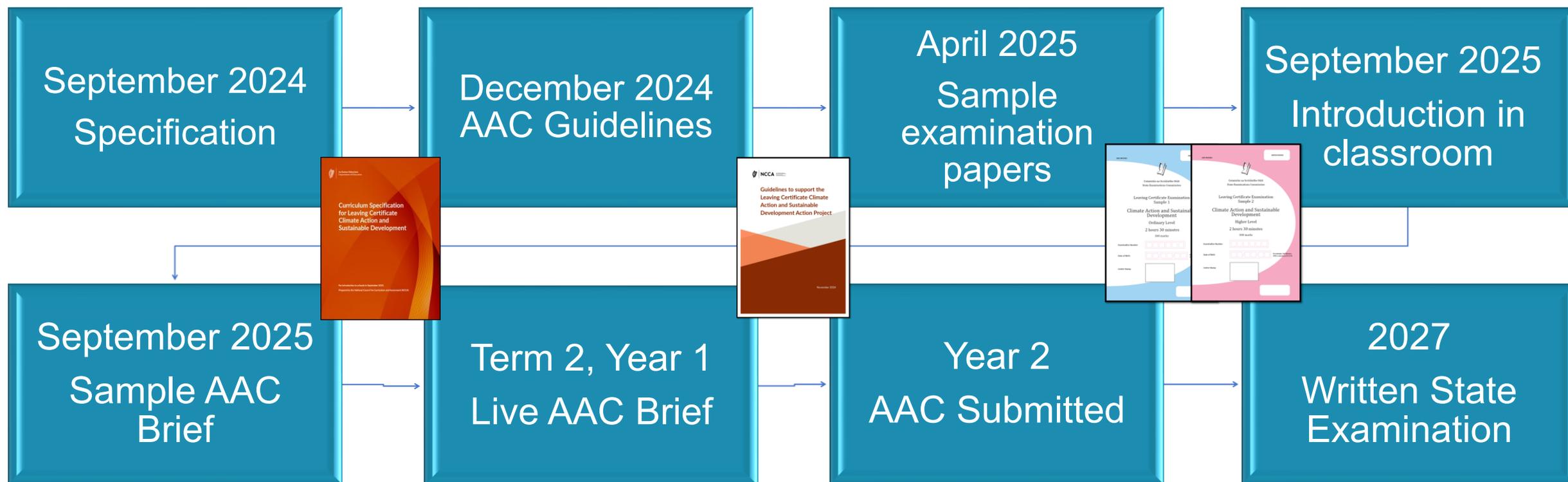


Professional Learning Supports





Key Dates





In this webinar, we will . . .

- appreciate the central significance of the specification
- consider the structure of the Ordinary Level and Higher Level sample examination papers
- recognise the significant role of action verbs in the specification and how command words are used in examination questions
- explore how the sample examination papers assess the learning outcomes in a non-linear, integrated manner across the strands



Schedule

Part 1 13:30 – 13:55	Specification and assessment overview
	Q & A
Part 2 14:00 – 14:10	Structure of the examination papers
	Q & A
Part 3 14:15 – 15:20	Scope of assessment
	Q & A



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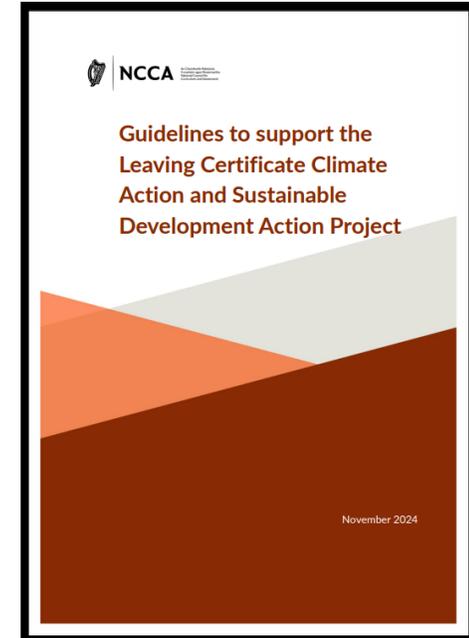
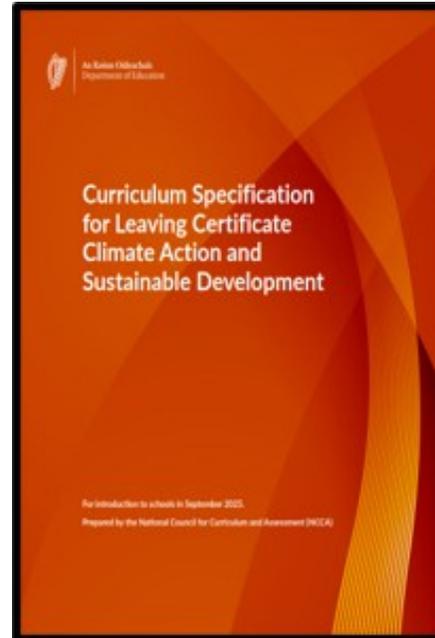
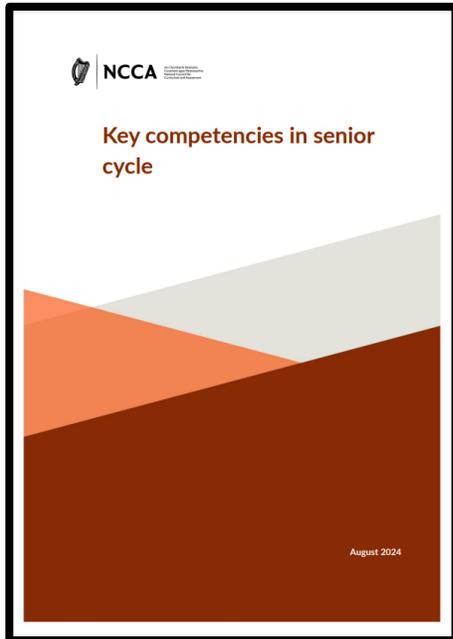
Part 1

Specification and Assessment Overview

Key Documents



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Key Competencies



The key competencies come to life through the learning experiences and pedagogies teachers choose and through students' responses to them.

Curriculum Specification for Leaving Certificate Action and Sustainable Development NCCA P9

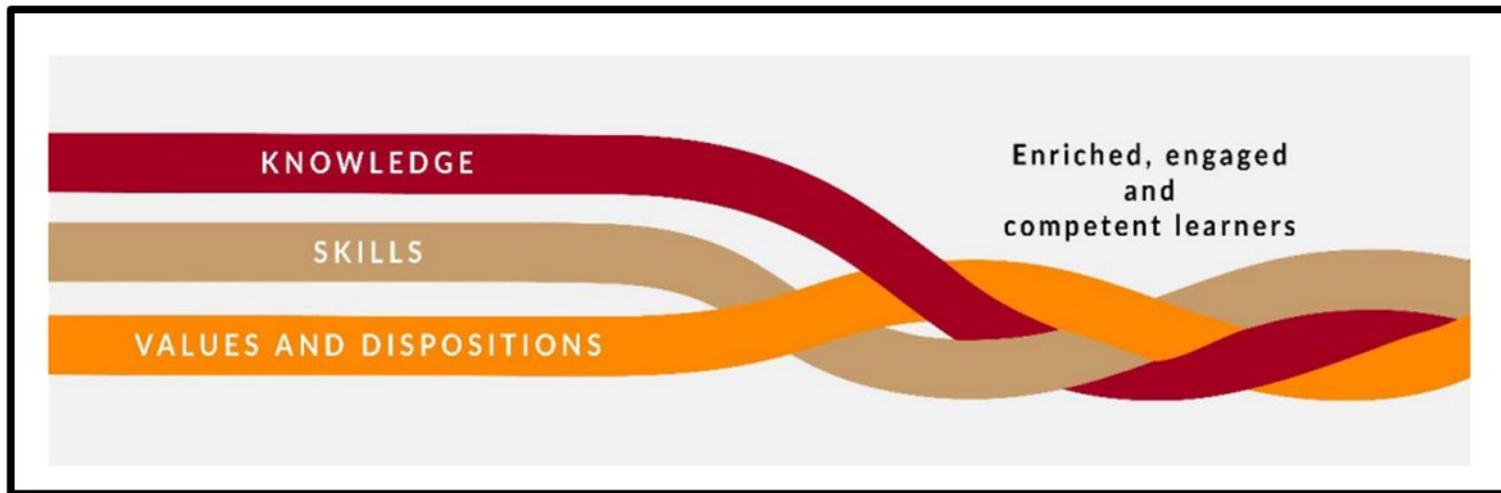


Figure 1: Key competencies in senior cycle, 2024, p.1. The components of competencies and their desired impact.



Key Competencies

By setting appropriate and engaging tasks, asking questions and giving feedback that promotes learner autonomy, assessment will support learning and promote progression, support the development of student key competencies and summarise achievement.

Curriculum Specification for Leaving Certificate Action and Sustainable Development NCCA 28

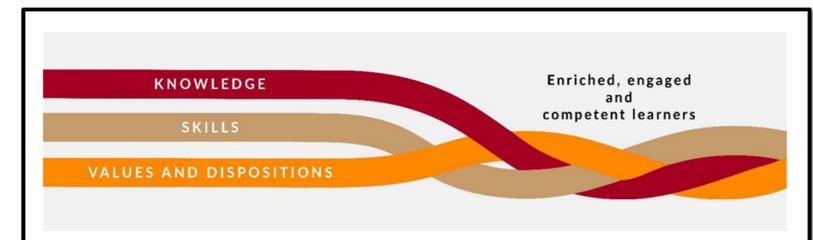
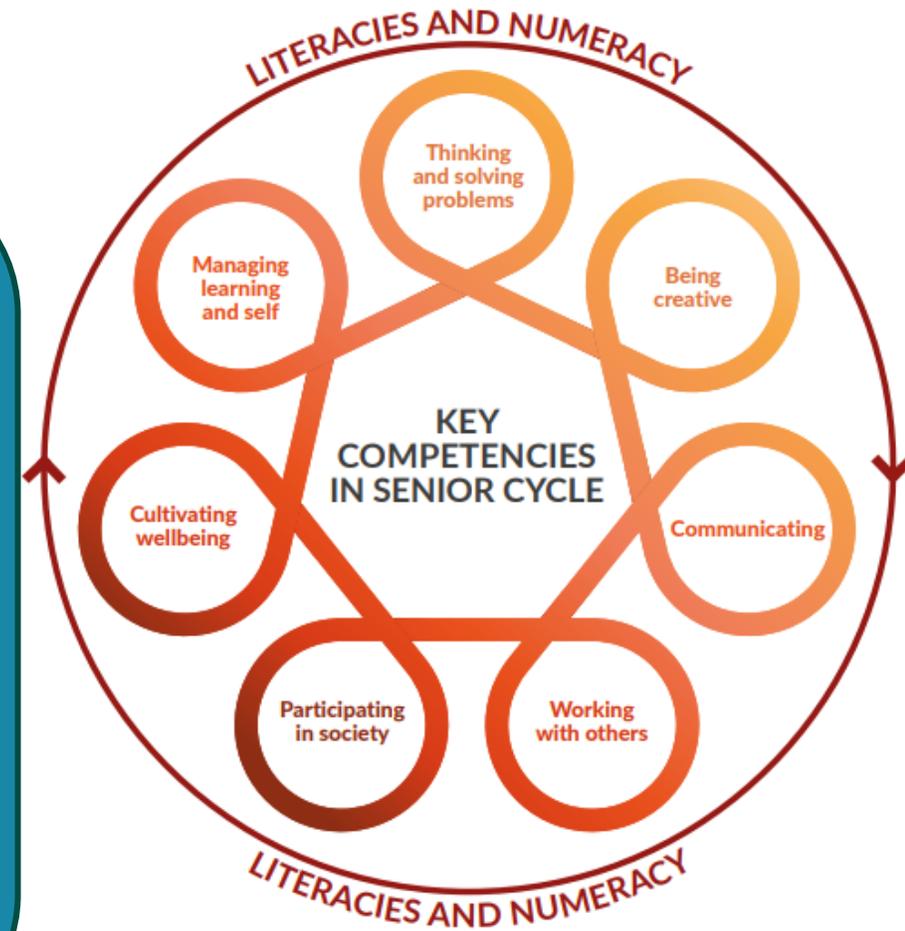


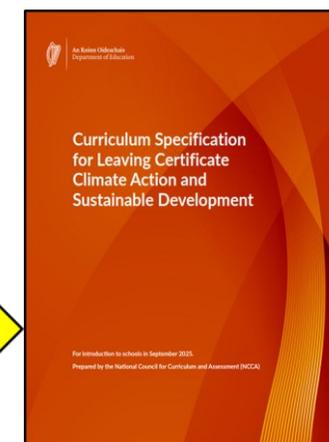
Figure 1: Key competencies in senior cycle, 2024, p.1. The components of competencies and their desired impact.



Assessment

“

As well as varied teaching strategies, varied assessment strategies will support learning and provide information that can be used as feedback so that teaching and learning activities can be modified in ways that best suit individual students.”

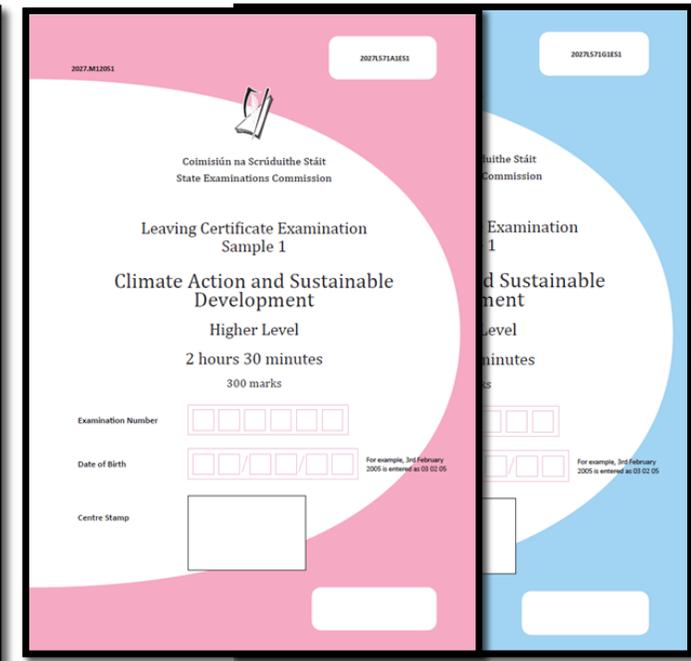
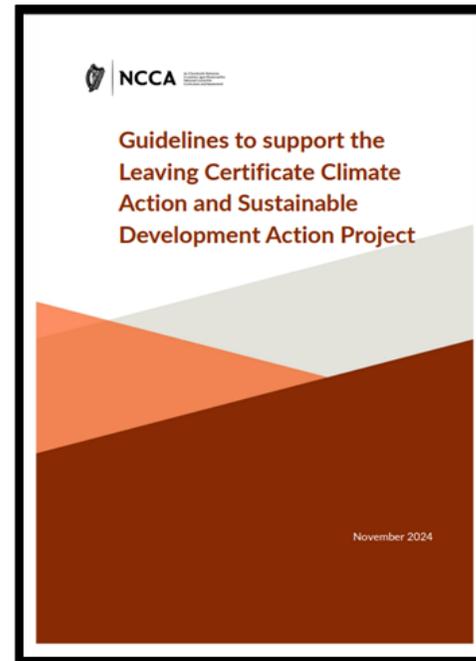


Assessment in Leaving Certificate Climate Action and Sustainable Development



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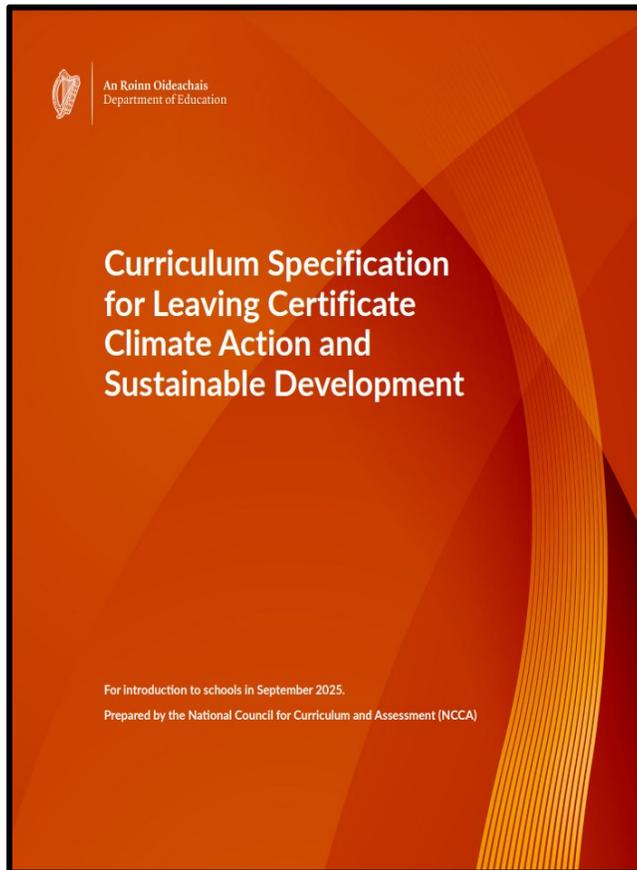
Assessment component	Weighting	Level
Action Project	40%	Common brief
Written examination	60%	Higher and Ordinary level



References to Assessment in the Specification



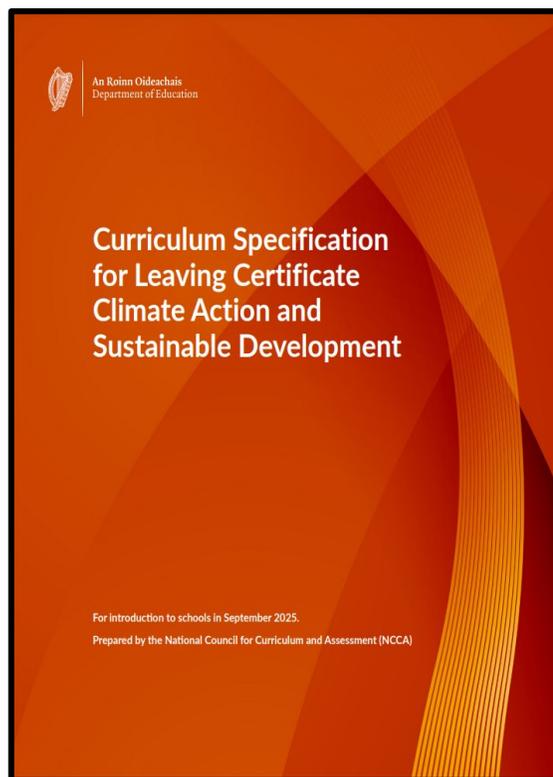
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- Page 7 Student learning in Senior Cycle
- Page 21 Strand 4: The Applied Learning Tasks
- Page 27 The Learning Space
- Page 28 Assessment
- Page 28 Assessment for Certification
- Page 29 Additional Assessment Component
- Page 31 Reasonable Accommodations



Assessment for certification

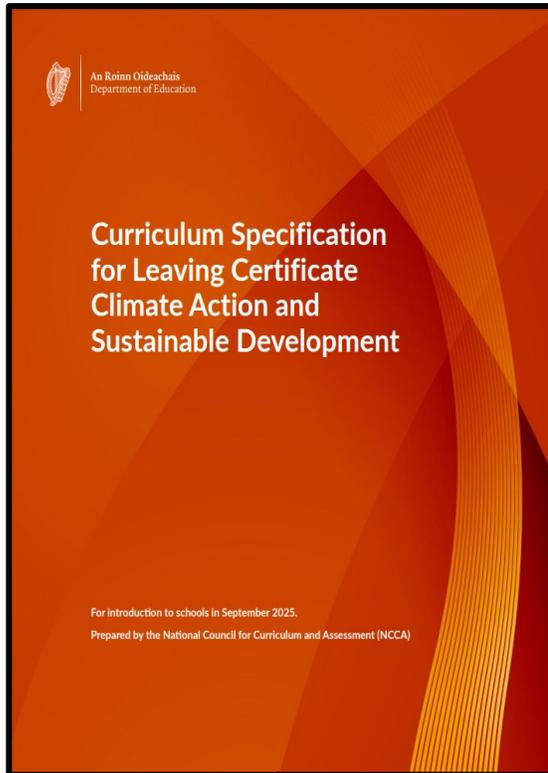


- The written examination will be at higher and ordinary level. Examination questions will require students to demonstrate learning appropriate to each level
- Differentiation at the point of assessment will also be achieved through the stimulus material used, and the extent of the structured support provided for students at different levels





Strand 4: Applied Learning Tasks



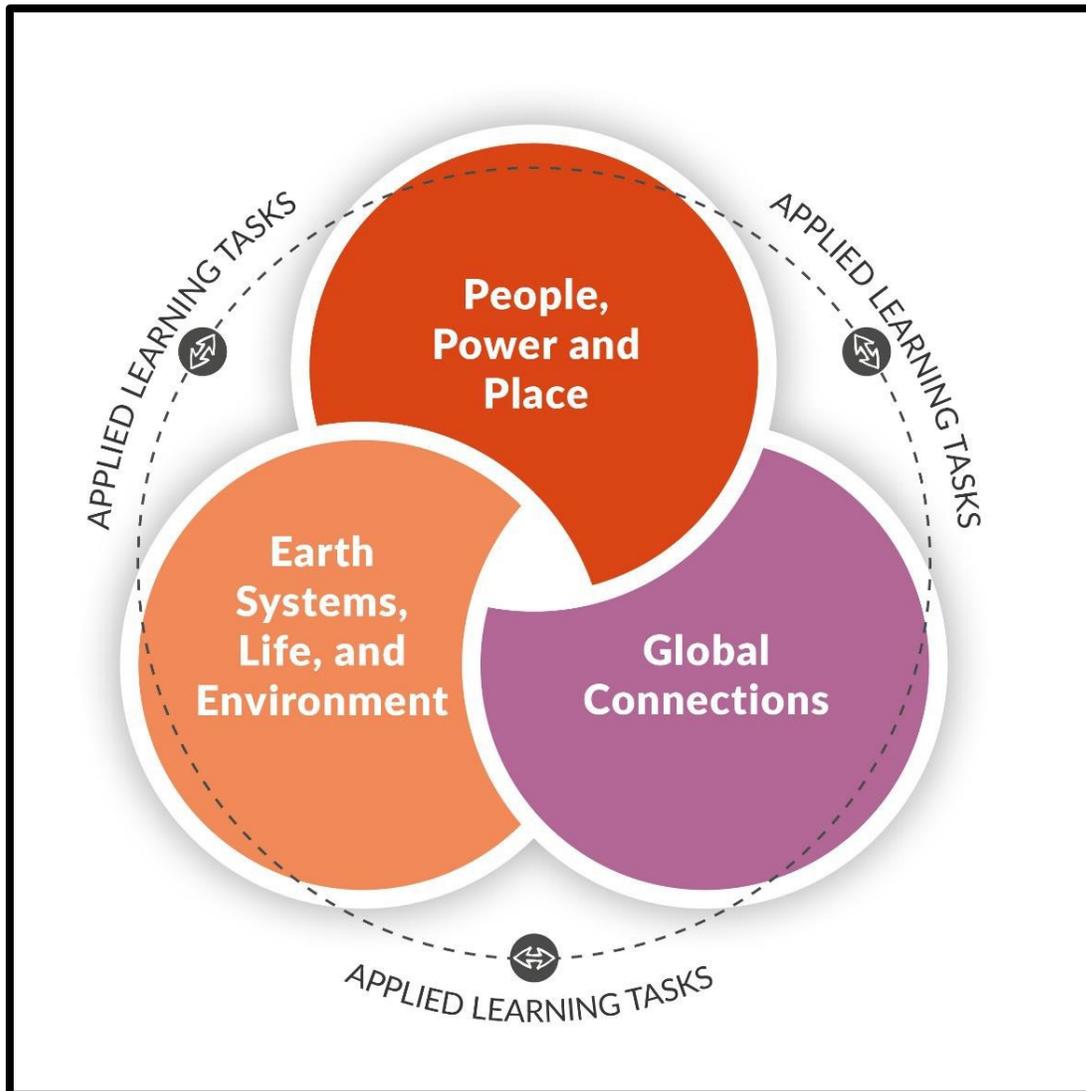
- The learning achieved through the **Applied Learning Tasks** and their associated learning outcomes can be assessed by the **additional assessment component** and by the **end-of-course examination**

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Strands of study



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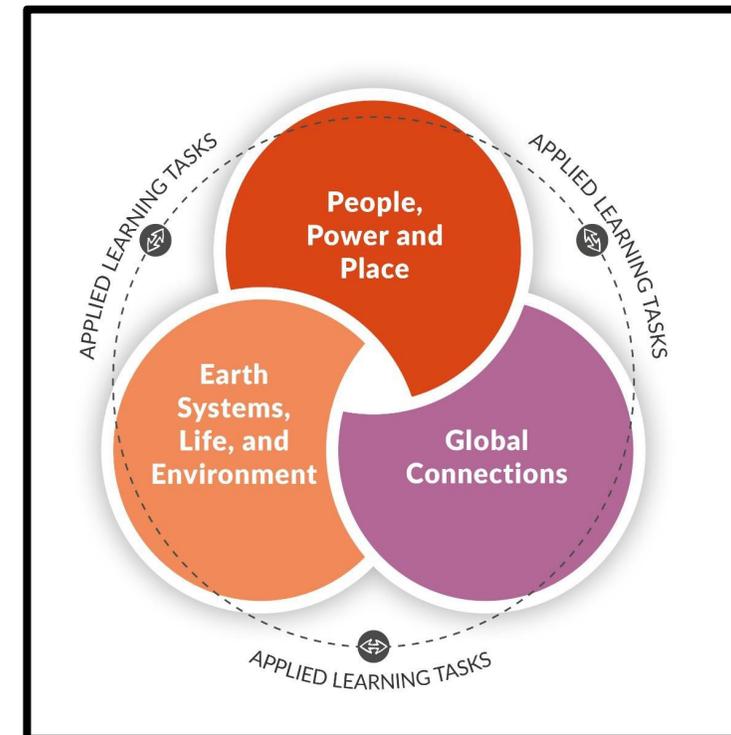


- Learning Outcomes
- Non-linear, integrated approach
- Meaningful action



Strands of Study and Learning Outcomes

“The **right-hand** column contains learning outcomes which describe the knowledge, skills, values and dispositions students should be able to demonstrate after a period of learning. The left-hand column outlines specific areas that students learn about. **Taken together**, these provide clarity and coherence with the other sections of the specification.”



(Climate Action and Sustainable Development Specification, 2024, p. 12)



An Roinn Oideachais
Department of Education

Curriculum Specification for Leaving Certificate Climate Action and Sustainable Development

For introduction to schools in September 2025.
Prepared by the National Council for Curriculum and Assessment (NCCA)

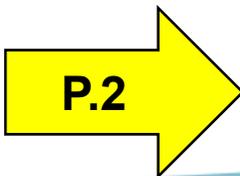
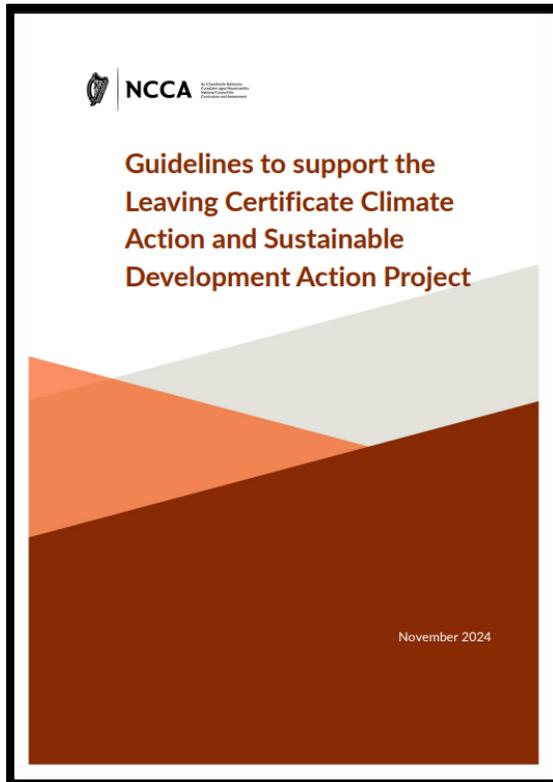


Appendix 1 Glossary of action verbs

Action verb	Students should be able to
Analyse	study or examine something in detail, break down in order to bring out the essential elements or structure; identify parts and relationships, and to interpret information to reach conclusions
Appreciate	recognise the meaning of, have a practical understanding of
Compare	give an account of the similarities and (or) differences between two (or more) items or situations, referring to both (all) of them throughout
Conduct	perform an activity
Define	give the precise meaning of a word, phrase, concept or physical quantity
Demonstrate	prove or make clear by reasoning or evidence, illustrating with examples or practical application
Describe	develop a detailed picture or image of, for example a structure or a process, using words or diagrams where appropriate; produce a plan, simulation or model
Design	conceive, create and execute according to plan
Discuss	offer a considered, balanced review that includes a range of arguments, factors or hypotheses; opinions or conclusions should be presented clearly and supported by appropriate evidence
Evaluate (data)	collect and examine data to make judgments and appraisals; describe how evidence supports or does not support a conclusion in an inquiry or investigation; identify the limitations of data in conclusions; make judgments about the ideas, solutions or methods
Evaluate (ethical judgement)	collect and examine evidence to make judgments and appraisals; describe how evidence supports or does not support a judgement; identify the limitations of evidence in conclusions; make judgments about the ideas, solutions or methods
Explain	give a detailed account including reasons or causes
Explore	observe, study, in order to establish facts
Examine	consider an argument or concept in a way that uncovers the assumptions and relationships of the issue
Facilitate	make an action or process easier; consciously guide a dialogue so that it stays on course and reaches the agreed-upon goals
Identify	recognise patterns, facts, or details; provide an answer from a number of possibilities; recognise and state briefly a distinguishing fact or feature
Illustrate	use examples to describe something
Investigate	observe, study, or make a detailed and systematic examination, in order to establish facts and reach new conclusions
Organise	arrange; to systematise or methodise
Outline	give the main points; restrict to essentials
Plan	devise or project a method or a course of action
Recognise	identify facts, characteristics or concepts that are critical (relevant/appropriate) to the understanding of a situation, event, process or phenomenon
Reflect	consider in order to correct or improve
Research	inquire specifically, using involved and critical investigation
Use	apply knowledge or rules to put theory into practice

Leaving Certificate Climate Action and Sustainable Development Specification

References to written paper in the Assessment Guidelines



- The Action Project, based on a common brief will be assessed at the level at which the student sits the final written examination



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Part 2

Structure of the Examination Papers



Accessing Assessment Information

Sample Papers
2 Ordinary Level
2 Higher Level

[https://www.examinations.ie
/?l=en&mc=ex&sc=scr](https://www.examinations.ie/?l=en&mc=ex&sc=scr)

Irish Government website

GAEILGE

Senior Cycle Redevelopment Programme

New and revised subjects for introduction in schools in September 2025

Sample examination papers for tranche 1 subjects are now available and may be accessed by clicking on the subject in the table below.

Sample Additional Assessment Components (AAC) briefs for all new and revised subject specifications will be made available in September of the year on introduction of each subject. Sample AAC briefs for all tranche 1 subjects will be available in September 2025 and published on this webpage.

Further information on the Senior Cycle Redevelopment Programme is available on the Department of Education website [here](#).

Any commentary or observations on the content of these sample may be submitted by e-mail scr@examinations.ie

FAQ document on Senior Cycle Sample Papers is available [here](#)

Circular S32/25 Senior Cycle Redevelopment – Sample Examination Papers is available [here](#)

Schedule of Roll-out of new/revised subject specifications in Senior Cycle [here](#)

Tranche 1		
Ancient Greek	Arabic	Biology
Business	Chemistry	Climate Action and Sustainable Development
Drama, Film and Theatre Studies	Latin	Physics



Sample Examination Papers

2027.M12051 2027L571A1ES1



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate Examination
Sample 1

Climate Action and Sustainable
Development

Higher Level
2 hours 30 minutes
300 marks

Examination Number

Date of Birth For example, 3rd February 2005 is entered as 03 02 05

Centre Stamp



2027.M11951 2027L571G1ES1



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate Examination
Sample 1

Climate Action and Sustainable
Development

Ordinary Level
2 hours 30 minutes
300 marks

Examination Number

Date of Birth For example, 3rd February 2005 is entered as 03 02 05

Centre Stamp



2027.M12052 2027L571A1ES2



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate Examination
Sample 2

Climate Action and Sustainable
Development

Higher Level
2 hours 30 minutes
300 marks

Examination Number

Date of Birth For example, 3rd February 2005 is entered as 03 02 05

Centre Stamp



2027.M11952 2027L571G1ES2



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate Examination
Sample 2

Climate Action and Sustainable
Development

Ordinary Level
2 hours 30 minutes
300 marks

Examination Number

Date of Birth For example, 3rd February 2005 is entered as 03 02 05

Centre Stamp





Scrúdpháipéir Shamplacha

2027.M12021T 2027L571A1S1



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Scrúdú na hArdteistiméireachta
Sampla 1

Gníomhú ar son na hAeráide agus
Forbairt Inbhuanaithe

Ardleibhéal
2 uair 30 nóiméad
300 marc

Scrúdúimhir

Dáta Breithe Scrúbh 3 Feabhra 2025
mar 03 02 05, nár shampla

Stampa an Ionaid



2027.M11951T 2027L571G1S1



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Scrúdú na hArdteistiméireachta
Sampla 1

Gníomhú ar son na hAeráide agus
Forbairt Inbhuanaithe

Gnáthleibhéal
2 uair 30 nóiméad
300 marc

Scrúdúimhir

Dáta Breithe Scrúbh 3 Feabhra 2025
mar 03 02 05, nár shampla

Stampa an Ionaid



2027.M12021T 2027L571A1S2



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Scrúdú na hArdteistiméireachta
Sampla 2

Gníomhú ar son na hAeráide agus
Forbairt Inbhuanaithe

Ardleibhéal
2 uair 30 nóiméad
300 marc

Scrúdúimhir

Dáta Breithe Scrúbh 3 Feabhra 2025
mar 03 02 05, nár shampla

Stampa an Ionaid



2027.M11951T 2027L571G1S2



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Scrúdú na hArdteistiméireachta
Sampla 2

Gníomhú ar son na hAeráide agus
Forbairt Inbhuanaithe

Gnáthleibhéal
2 uair 30 nóiméad
300 marc

Scrúdúimhir

Dáta Breithe Scrúbh 3 Feabhra 2025
mar 03 02 05, nár shampla

Stampa an Ionaid





Examination Paper Structure



- **Time:** 2 hours 30 minutes
- **Mark Allocation:** 300 marks
- **Sections:** A, B, C

Section A

Do all parts of the question

Section B

Answer 4 out of 5 Questions

Section C

Answer 1 out of 2 questions

Examination Paper Sections



Mark Allocation

Higher Level

- Section A 60 marks
- Section B 160 marks
- Section C 80 marks

Ordinary Level

- Section A 100 marks
- Section B 160 marks
- Section C 40 marks

Subject Specific Instructions - OL



Instructions

Write your answers in blue and black pen. You may use pencil and colouring pencils for graphs and diagrams only.

Write your answers in the spaces provided in this booklet. There is space for extra work at the end of the booklet. Label any such extra work clearly with the question number and part. 

This examination booklet will be scanned and your work will be presented to an examiner on screen. Anything that you write outside of the answer areas may not be seen by the examiner.

Section A 100 marks

There is one question in this section, answer **all** parts of this question.

Section B 160 marks

Answer any **four** questions in this section. Each question carries 40 marks.

Section C 40 marks

Answer **one** question in this section. Each question carries 40 marks.

Instructions

Write your answers in blue and black pen. You may use pencil and colouring pencils for graphs and diagrams only.

Write your answers in the spaces provided in this booklet. There is space for extra work at the end of the booklet. Label any such extra work clearly with the question number and part.

This examination booklet will be scanned and your work will be presented to an examiner on screen. Anything that you write outside of the answer areas may not be seen by the examiner.

Section A 100 marks

There is one question in this section, answer **all** parts of this question.

Section B 160 marks

Answer any **four** questions in this section. Each question carries 40 marks.

Section C 40 marks

Answer **one** question in this section. Each question carries 40 marks.

Subject Specific Instructions - HL



Instructions

Write your answers in blue and black pen. You may use pencil and colouring pencils for graphs and diagrams only.

Write your answers in the spaces provided in this booklet. There is space for extra work at the end of the booklet. Label any such extra work clearly with the question number and part.

This examination booklet will be scanned and your work will be presented to an examiner on screen. Anything that you write outside of the answer areas may not be seen by the examiner.

Section A 60 marks

There is one question in this section, answer **all** parts of this question.

Section B 160 marks

Answer any **four** questions in this section. Each question carries 40 marks.

Section C 80 marks

Answer **one** question in this section. Each question carries 80 marks.

Instructions

Write your answers in blue and black pen. You may use pencil and colouring pencils for graphs and diagrams only.

Write your answers in the spaces provided in this booklet. There is space for extra work at the end of the booklet. Label any such extra work clearly with the question number and part.

This examination booklet will be scanned and your work will be presented to an examiner on screen. Anything that you write outside of the answer areas may not be seen by the examiner.

Section A 60 marks

There is one question in this section, answer **all** parts of this question.

Section B 160 marks

Answer any **four** questions in this section. Each question carries 40 marks.

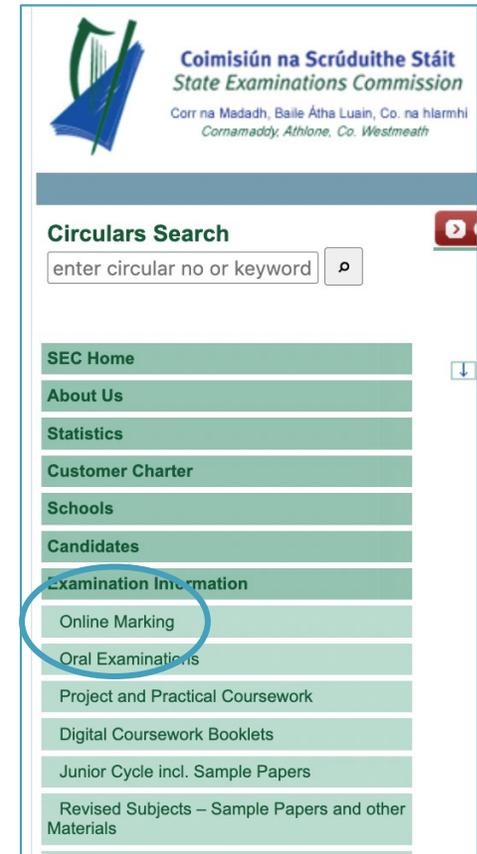
Section C 80 marks

Answer **one** question in this section. Each question carries 80 marks.



Focus on Online Marking

- Answers to be written in spaces provided in booklet
- Write in blue or black pen
- No need to use all space allocated to answers
- Space for extra work at end of booklet
- Note: all extra work must be labelled with question number and part
- Booklet will be scanned – writing outside the boxes may not be visible to examiner



For more information:
www.examinations.ie



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Part 3

Scope of Assessment

Learning, Teaching and Assessment



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- 1 Learning outcomes will be assessed in a variety of ways
- 2 Specification must be engaged with in full
- 3 Must engage with every aspect of all learning outcomes including the SLA column



Learning outcomes will be assessed in a variety of ways



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LO 3.8: discuss how different solutions can decarbonise economies, including: renewable energy, water efficiency and carbon sequestration

SLA: possible futures which represent scientific, technological, and nature-based approaches

- critical consideration of positive and negative impacts of solutions
 - renewable energy including wind, solar, hydroelectric power, geothermal
 - water efficiency including conservation, responsible use, infrastructure
 - carbon sequestration including
 - biological – storage of carbon in bogs, forests, soils, oceans
 - geological – long term storage of carbon in porous rocks

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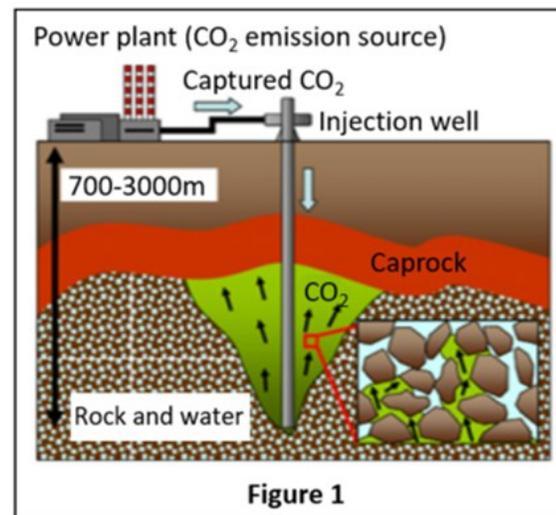




L.O. 3.8

Higher Level Sample Paper 1 Section A Q1 (b)

(b) Examine **Figure 1** below which shows one form of carbon sequestration and answer the questions that follow.



(i) Indicate whether biological or geological carbon sequestration is being illustrated in **Figure 1** by ticking (✓) the correct box.

Biological

Geological

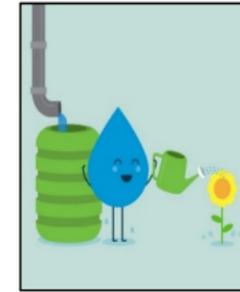
(ii) Give **one** example of a location where this method of carbon sequestration is employed.



L.O. 3.8

Ordinary Level Sample Paper 2 Section B Q5 (c)

- (c) Increasing the amount of renewable energy used in an economy is one way to decarbonise an economy. Other ways of achieving this goal are through carbon sequestration and through increasing water efficiency.

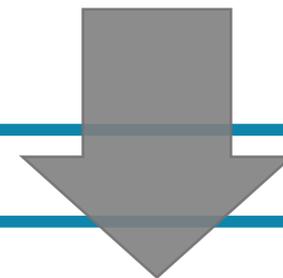


Explain how carbon sequestration or increasing water efficiency decarbonises an economy.



Action Verbs and Command Words

Learning outcomes in the specification are not distinguished between higher and ordinary level.



Command words are used for examination purposes in the examination papers. They will reflect the level the student is sitting.

Learning outcomes will be assessed in a variety of ways



L.O. 2.6

• innovative communities engaged in participatory problem-solving

6. compare how an innovative community in Ireland and an innovative community from the Global South are adapting to the effects of climate change

OL 2 Section B 4(b)

(b) Name an innovative community from either Ireland or the Global South **and** describe briefly how it is adapting to the effects of climate change.

Name of innovative community:

Brief description:



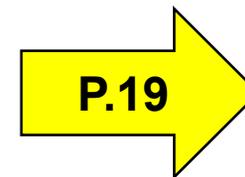
Assessment of Learning Outcomes

LO 3.3:

describe the origins and intentions of the Sustainable Development Goals (SDGs)

SLA:

- the concept and historical origin of the SDGs
- looking to 2030 and beyond





Assessment of Learning Outcomes

Ordinary Level Sample Paper 2 Section B Q3 (c)

- (c) The Sustainable Development Goals (SDGs) are a set of goals adopted by all United Nation (UN) members in 2015.
- (i) What set of UN goals came before the Sustainable Development Goals?



Leaving Certificate Examination – Sample 2
Climate Action and Sustainable Development
Ordinary Level

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- (ii) Describe the aims of the Sustainable Development Goals.



Assessment of Learning Outcomes

Higher Level Sample Paper Paper 2

Section C Q7

Question 7

Sustainable development, as embodied in the Sustainable Development Goals (SDGs), is an effective way of achieving global sustainability.

To what extent do you agree with this statement?
Justify your answer.

Your answer should include:

- an understanding of the origins of the concept of sustainability
- critiques of development and sustainable development
- considerations of planetary boundaries and climate justice
- how capitalism and one other economic approach relate to sustainability.

(80 marks)



Assessment of Learning Outcomes

Higher Level and Ordinary Level



LO2.9: Examine what a just transition would look like for the following sectors:

- Transport, residential, agriculture

SLA:

- how a sector impacts on the environment and ways to achieve the goal of a just transition
- employment in the sectors – work opportunities to promote social inclusion
- transport – aviation, shipping, public, private
- agriculture – policy and cost demands on the farming sector, increased agricultural production, regenerative agriculture movement
- residential – construction, energy rating of homes, retrofitting

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LO2.9

Ordinary Level Sample Paper 1 Section B Q6 (b)

(b) Name **one** sector of the economy in Ireland, other than residential, that requires a just transition **and** describe an example of just transition in practice in that sector.

Sector requiring just transition:

Example of just transition in that sector:

Sector requiring just transition:
Example of just transition in that sector:



LO 2.8 and 2.9

Higher Level Sample Paper 1

Section C Q7

Question 7

Discuss the need for a just transition for transport in Ireland.

In your discussion include the following:

- the meaning of a just transition
- reasons why the transport sector needs to change in order to meet climate targets
- how to make the transition in the transport sector *just*.

(80 marks)





Non-linear, integrated approach

- The specification emphasises a non-linear, integrated approach to learning
- Learning outcomes within and across strands may be assessed together
- Students need to be comfortable transferring learning to different contexts



Non-linear, integrated approach



(c) At COP 29 for the United Nations Framework Convention on Climate Change (UNFCCC) 2024 a deal was reached offering at least \$300 billion a year to help countries with the least resources cope with the impacts of climate change. **Figure 5** and **Figure 6** show how this deal was reported in different ways.

World agrees to climate deal on financial assistance for countries most affected by climate change.



Figure 5

'Too little, too late': Activists and poorer nations criticise \$300bn COP29 deal.



Figure 6

Do you think that climate justice was achieved through this deal? Explain your answer with reference to both **Figure 5** and **Figure 6**.

Ordinary Level Sample Paper 1

Section B Q6 (c)

LOs: 2.3, 3.2 and 3.10



Non-linear, integrated approach

Higher Level Sample Paper Paper 2

Section C Q7

LOs: 2.1, 1.8, 3.1, 3.3

Question 7

Sustainable development, as embodied in the Sustainable Development Goals (SDGs), is an effective way of achieving global sustainability.

To what extent do you agree with this statement?
Justify your answer.

Your answer should include:

- an understanding of the origins of the concept of sustainability
- critiques of development and sustainable development
- considerations of planetary boundaries and climate justice
- how capitalism and one other economic approach relate to sustainability.

(80 marks)

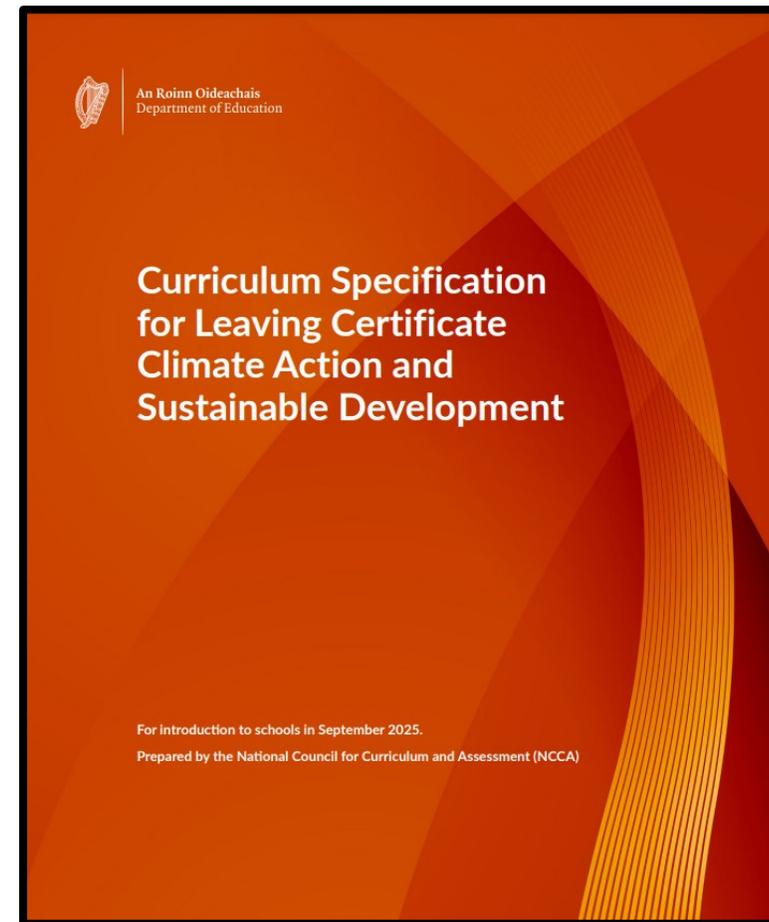




Applied Learning Tasks

The learning achieved through the Applied Learning Tasks and their associated learning outcomes can be assessed by the Additional Assessment Component and by the end-of-course examination

P.21





Assessment and ALT 3

Designing a nature- based experience

Ordinary Level Sample paper 1

Section B Q3(c)

(c) Answer the following questions based on a nature-based participatory experience you designed as part of the applied learning tasks.

(i) What aspect(s) of nature were participants expected to interact with as part of your plan?

--

(ii) What group of people did you design your nature-based experience for? Explain why you chose them.

(iii) Discuss the nature-based experience that you designed. In your answer include information on the following:

- the location of the experience
- the activity(ies) you designed for the participants
- the reasons you chose this activity(ies).



Assessment and ALT 1

Engaging in dialogue
about climate action
and sustainable
development

Higher Level
Sample Paper 1

Section B Q4 (a)

Question 4

(40 marks)

- (a) Briefly describe **one** way you ensured there were no barriers to participation in a dialogue that you facilitated related to climate action and sustainable development.





Assessment and ALT 1:

Engaging in dialogue
about climate action
and sustainable
development

Higher Level

Sample Paper 2

Section B Q3 (b)

(b) When working on the applied learning tasks you developed your facilitation skills. Each of the following questions relates to those facilitation skills.

(i) What is meant by *facilitation* of a discussion or meeting?

Twenty people in your community, from a broad range of socio-economic and cultural backgrounds, have agreed to participate in a discussion to explore a collective vision for the future of the community. You have been tasked with planning and facilitating the discussion.

(ii) Identify **three** factors that you must consider when planning the meeting to minimise possible barriers to participation.

1.
2.
3.



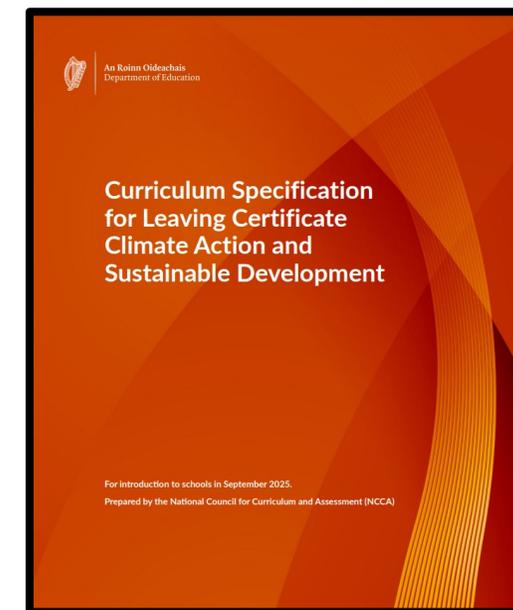
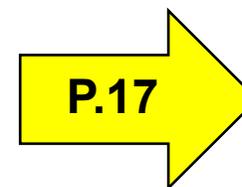
Teacher Activity

Where are Learning Outcomes assessed in the sample examination papers?

Learning Outcome: 2.6

Compare how an innovative community in Ireland and an innovative community from the global south are adapting to the effects of climate change

SLA: innovative communities involved in participatory problem-solving





Teacher Activity:

Where are Learning Outcomes assessed in the sample examination papers?

LO: 2.6

The screenshot shows a webinar interface titled "Webinar 2: Climate Action Action and Sustainable Development". The main content area is highlighted with a yellow border and contains the following text:

Learning Outcome: 2.6
Compare how an innovative community in Ireland and an innovative community from the global south are adapting to the effects of climate change

Below the text is a question box with a white background and a black border, containing the text: "Where are Learning Outcomes assessed in the sample examination papers?". The question box is decorated with several teal question marks. The webinar interface also shows a sidebar on the left with a plus sign and two thumbnails, and a toolbar on the right with various icons and a "+17" indicator.



HL Sample Paper 1 Section A 1 (j)

(j) (i) Name **one** innovative community in Ireland that you investigated where the community worked together to adapt to the effects of climate change.

(ii) State **one** effect of climate change to which the innovative community you named in part (i) is adapting.

HL Sample Paper 2 Section B 4 (c)

(c) Explain how **one** innovative community in Ireland is adapting to the effects of climate change.

Innovative community in Ireland:
How that community is adapting to the effects of climate change:



OL 1 Section C Question 7

Question 7

(40 marks)

The ability of communities in the Global South to adapt to and mitigate against the impacts of climate change is influenced by climate injustices.



Discuss this statement with reference to each of the following:

- your understanding of climate justice
- root causes of climate injustice
- how a community from the Global South is adapting to and mitigating against the impacts of climate change.

OL 2 Section B 4(b)

(b) Name an innovative community from either Ireland or the Global South **and** describe briefly how it is adapting to the effects of climate change.

Name of innovative community:

Brief description:



Teacher Activity

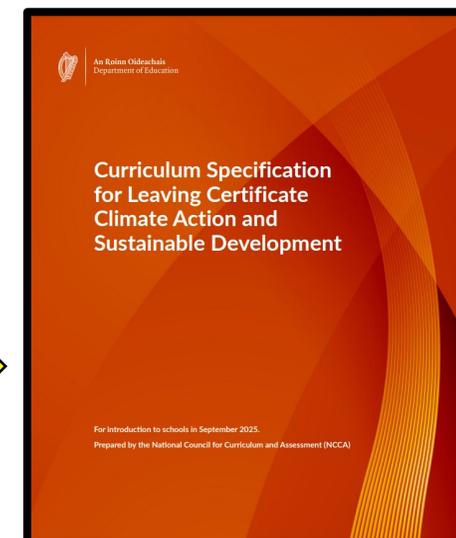
Where are Learning Outcomes assessed in the sample examination papers?

Learning Outcome: 3.1

Outline the following economic approaches to sustainable development, including at least one positive and one negative aspect:

- capitalism
- degrowth
- bioeconomy
- doughnut economics
- circular economy

P.19





Teacher Activity:

Where are Learning Outcomes assessed in the sample examination papers?

LO: 3.1

Webinar 2: Climate Action Action and Sustainable Development

Learning Outcome: 3.1
Outline the following economic approaches to sustainable development, including at least one positive and one negative aspect:

- capitalism
- degrowth
- bioeconomy
- doughnut economics
- circular economy

Where are Learning Outcomes assessed in the sample examination papers?



Higher Level Sample Paper 1 Section A Q1 (c)

(c) Figure 2 shows the concept of doughnut economics. Study Figure 2 and answer the questions that follow.

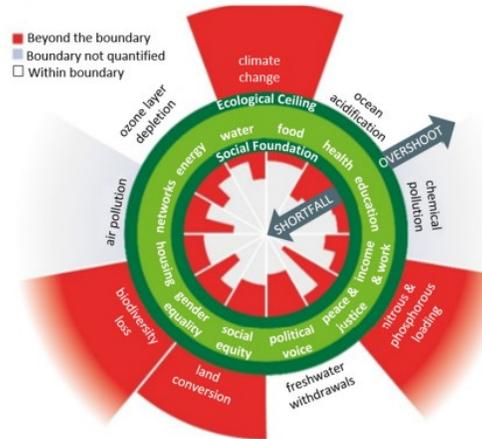


Figure 2

(i) On what concept, relating to limits on the physical world, is doughnut economics based?

(ii) State **one** positive aspect **and** **one** negative aspect of doughnut economics as an approach to sustainable development.

Positive aspect:

Negative aspect:

Higher Level Sample Paper 2 Section A Q1 (g)

(g) Indicate whether each of the following statements is true or false by ticking (✓) the correct box for each.

- | | True | False |
|---|--------------------------|--------------------------|
| (i) Degrowth is an economic approach that emphasises decoupling economic growth from human development. | <input type="checkbox"/> | <input type="checkbox"/> |
| (ii) Doughnut Economics is an economic approach promoted by Kate Raworth which encourages human activity to exceed social and planetary boundaries. | <input type="checkbox"/> | <input type="checkbox"/> |
| (iii) Circular Economy is a model of production and consumption which encourages the purchase of new products and the dumping of anything that is no longer found useful. | <input type="checkbox"/> | <input type="checkbox"/> |

Final Message



Look

Look at the Learning Outcomes including the Student learn about column

Remind

Remind yourself of the non-linear integrated approach to learning, teaching and assessment

Read

When reading the examination papers keep in mind the specification and the non-linear, integrated approach

Connect with us

Climate Action and Sustainable Development: News, information and resources.



Oide



All bookings for teachers and schools.

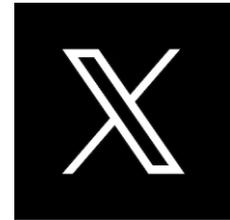
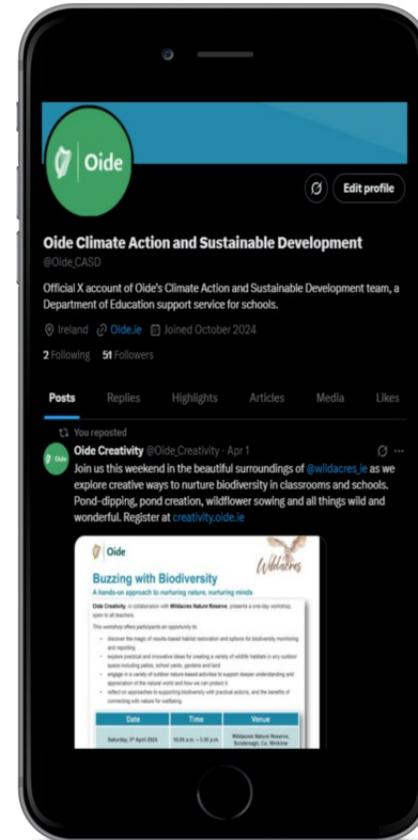


Sign up for the subject mailing list.

Connect with us



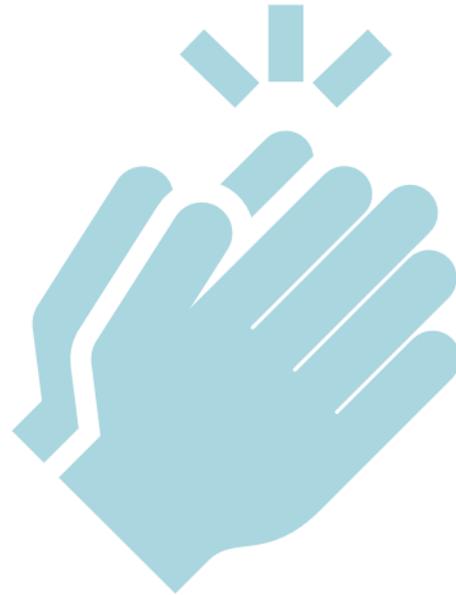
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@Oide_CASD



Thank you





References

- NCCA (2024). *Key competencies in senior cycle.*
- NCCA (2024). *Guidelines to support Leaving Certificate Climate Action and Sustainable Development Action Project.*
- NCCA (2024). *Climate Action and Sustainable Development Specification.*