



**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 Life, Community and Work

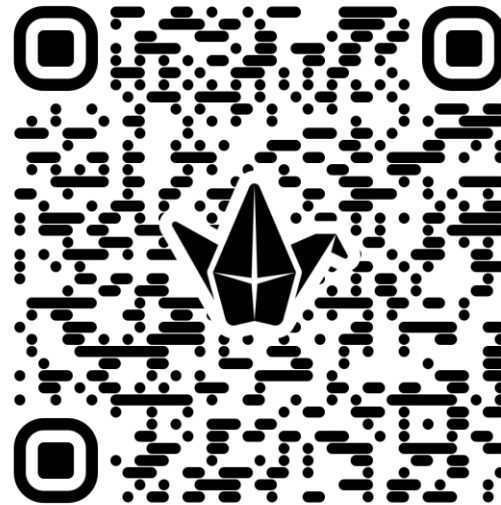
SEC Sample Examination Papers for Tranche 2



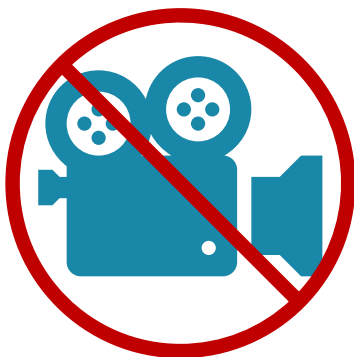


# Sample Examination Paper Webinar

Leaving Certificate Life, Community and Work



padlet



The Professional Learning Experience will not be recorded



No photographs, video recording, audio recording or screengrabs



Questions and Answers will be interwoven throughout the webinar



# Leaving Certificate Life, Community and Work Support

Senior Cycle Redevelopment- LCW Professional Learning Experience  
Proposed Timeline



**4 x Full-Day PLEs** | **4 x Workshops** | **7 x Webinars** | **2 x Collaboratives**



# Key Dates

2025/2026

August 2025: Specification published

December 2025: AAC Guidelines

April 2026: Sample examination papers

2026/2027

September 2026: Introduction in classroom

September 2026 Sample AAC Brief

Term 1, Year 2: Live AAC Brief

2027/2028

Year 2: AAC submitted

2028: Written State Examination



# Today's Key Messages

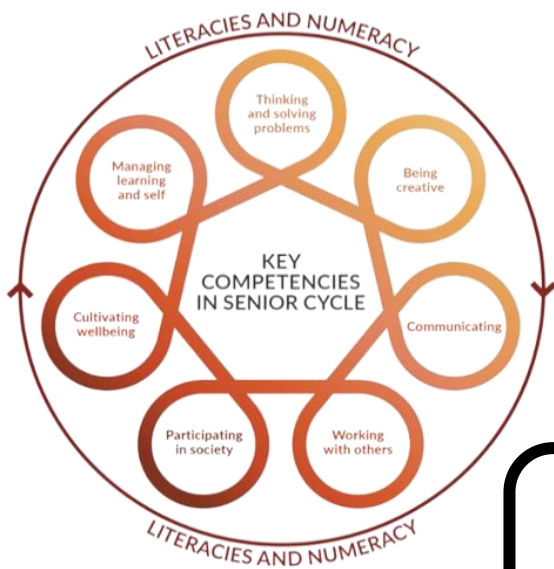
- The specification is central to learning, teaching and assessment
- The learning described in the specification is relevant to the Common Level examination papers
- All learning described in the specification *can be* assessed in the final written exam
- Action verbs describe what the learner should be able to do once the learning outcome is achieved, they are related to the command words used in examination questions.



# Webinar Intentions

We will...

- Consider the significance of the specification and the structure of the sample examination papers
- Explore Sample Examination Papers 1 and 2, the role of action verbs and application of student engagement with the Applied Learning Tasks.
- Identify opportunities for students to draw on the evidence of their learning documented in their digital portfolio



# Life, Community and Work Specification

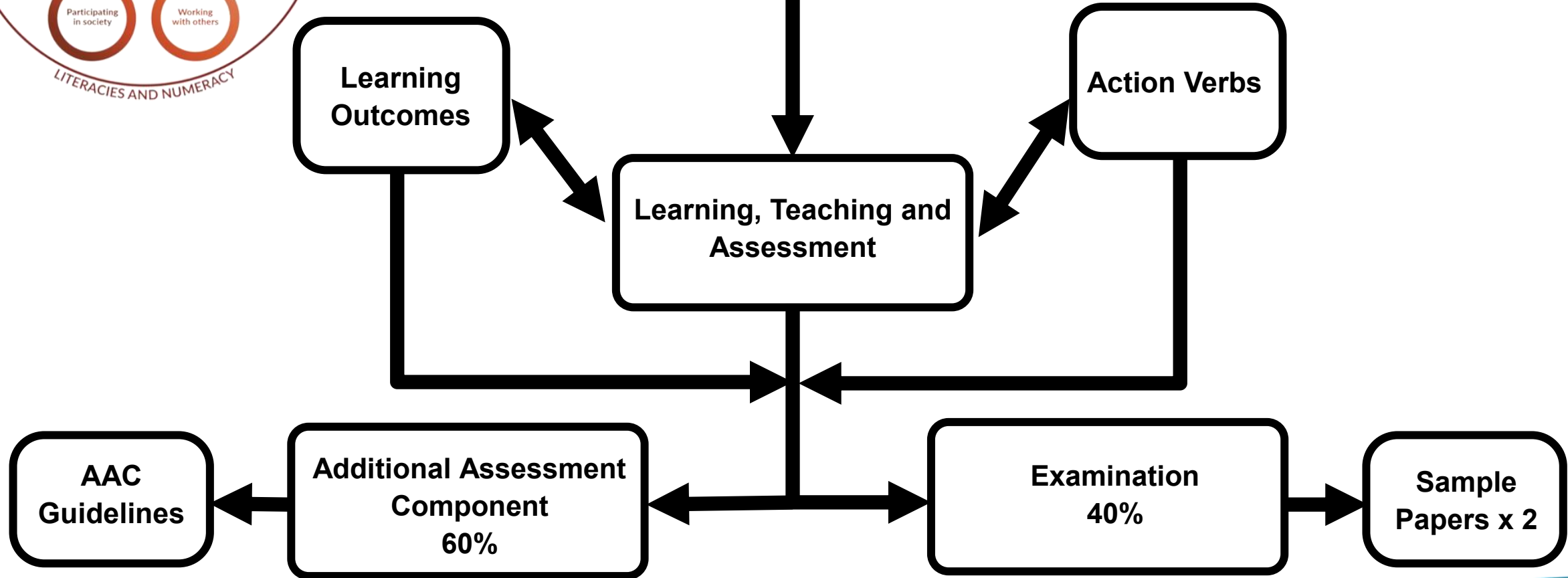
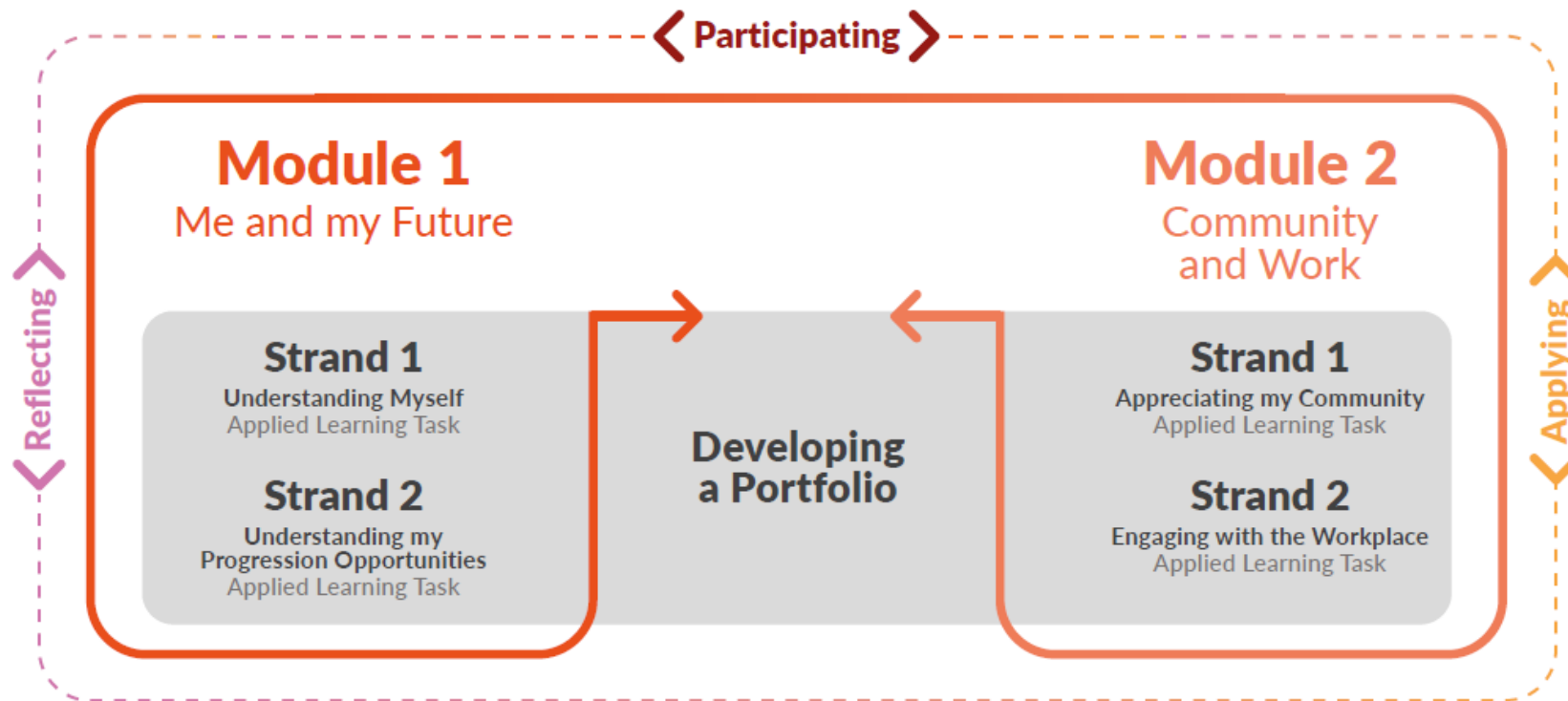


Figure 1: Key competencies in senior cycle, 2024, p.2. The components of competencies and their desired impact.





# Specification Overview



**Figure 2:** *Life, Community and Work Specification, 2025, p. 10.* Overview of the specification.



# The Two Modules

## Module 1

Me and my Future

## Module 2

Community  
and Work



# The Four Strands

## Module 1 Me and my Future

### Strand 1

Understanding Myself  
Applied Learning Task

### Strand 2

Understanding my  
Progression Opportunities  
Applied Learning Task

## Module 2 Community and Work

### Strand 1

Appreciating my Community  
Applied Learning Task

### Strand 2

Engaging with the Workplace  
Applied Learning Task



# The Experiential Learning Cycle – Three Cross Cutting Elements

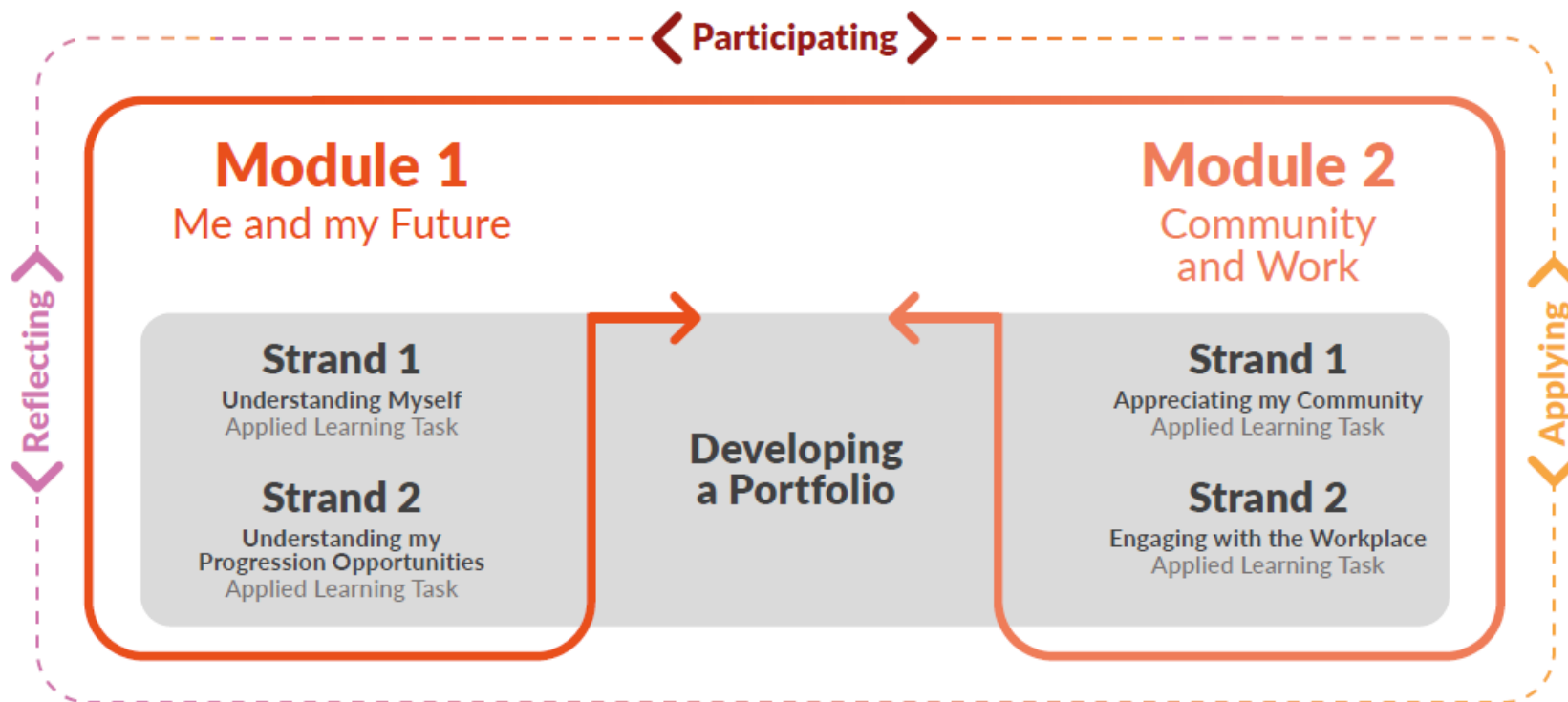


Figure 2: *Life, Community and Work Specification, 2025, p. 10.* Overview of the specification.

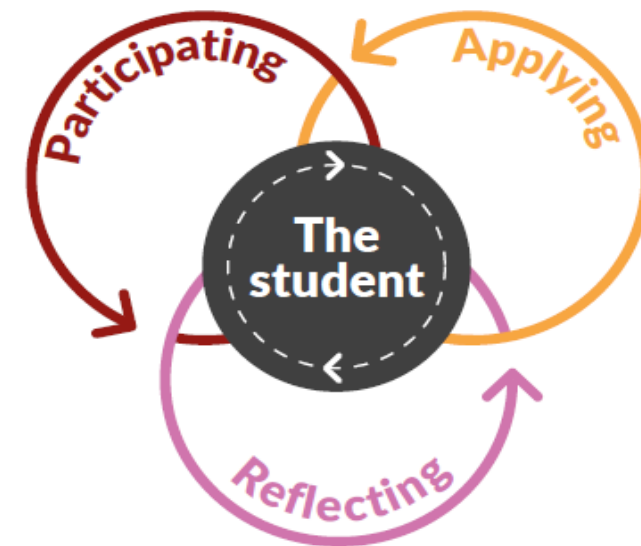
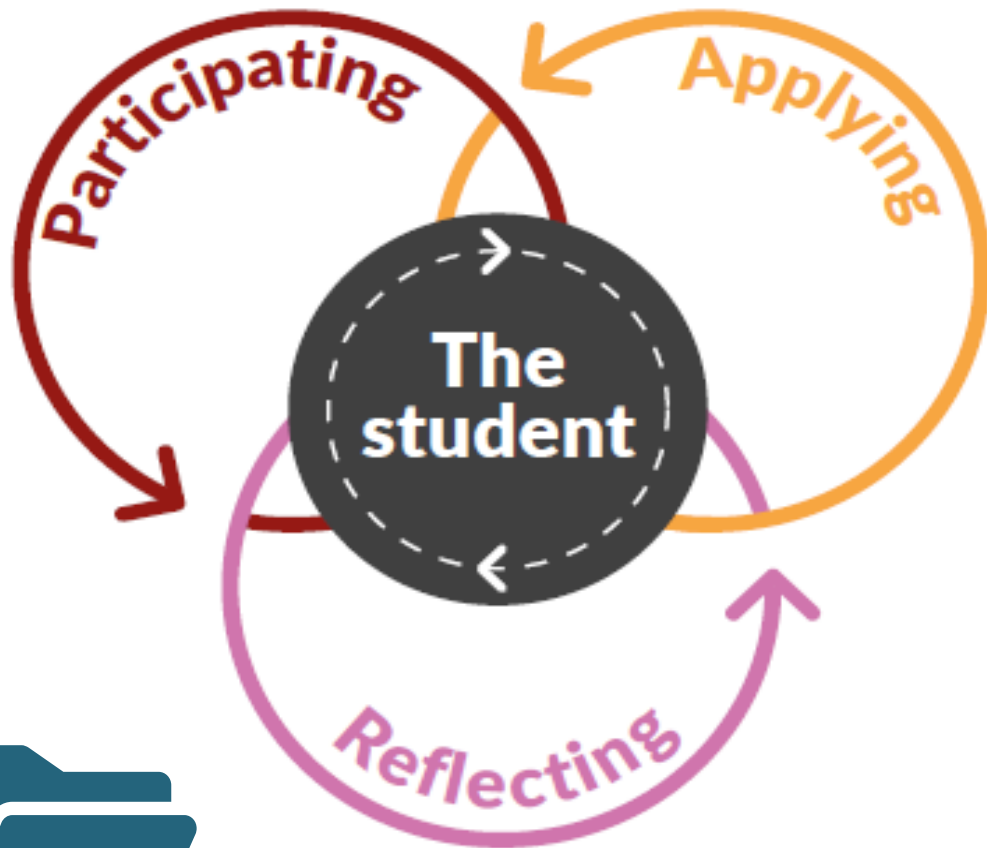


Figure 3: *Life, Community and Work Specification, 2025, p. 27* Experiential Learning Cycle.



# Teaching for Student Learning



“

Leaving Certificate Life, Community and Work places the student at the centre through its learning outcomes design and is underpinned by the experiential learning cycle...”

Figure 3: *Life, Community and Work Specification, 2025*, p. 27 Experiential Learning Cycle.

# Working with Learning Outcomes



## Module 1- Me and My Future, Strand 1: Understanding Myself

Students learn about	Students should be able to
<p><b>1. Personal development</b></p> <ul style="list-style-type: none"> <li>personal development as a process of improving yourself in various aspects of life, to lead a more fulfilled, successful and meaningful life</li> <li>how to identify areas in their lives for personal development, which are subjective to each individual, aligning to future progression opportunities and focusing on the improvement of identified strengths and/or weaknesses</li> <li>goals for personal development as desired outcomes a person intends to progress and achieve, and how using a goal setting framework, such as SMARTER goals*, can support the planning, measurement, achievement and revision of goals through meaningful learning experiences within the classroom and wider community</li> </ul>	<ol style="list-style-type: none"> <li>explain the concept of personal development</li> <li>create goals for personal development and reflect on their progress</li> </ol>
<p><b>5. Applied Learning Task 1</b></p> <ul style="list-style-type: none"> <li>how to create and develop a personal statement, which incorporates values; aptitudes, achievements and interests; skillsets and associated strengths; and goals for personal development and progress</li> <li>supporting the creative development of and meaningful reflection on a personal statement over time with evidence of different learning experiences, which may include text, illustrations, photographs, videos and supporting audio</li> <li>the importance of regularly revisiting and developing their personal statement as they engage with the specification</li> </ul>	<ol style="list-style-type: none"> <li>create and develop a personal statement</li> </ol>

Figure 4: *Life, Community and Work Specification, 2025, p.13,15.* Module 1, Strand 1 Learning Outcomes.

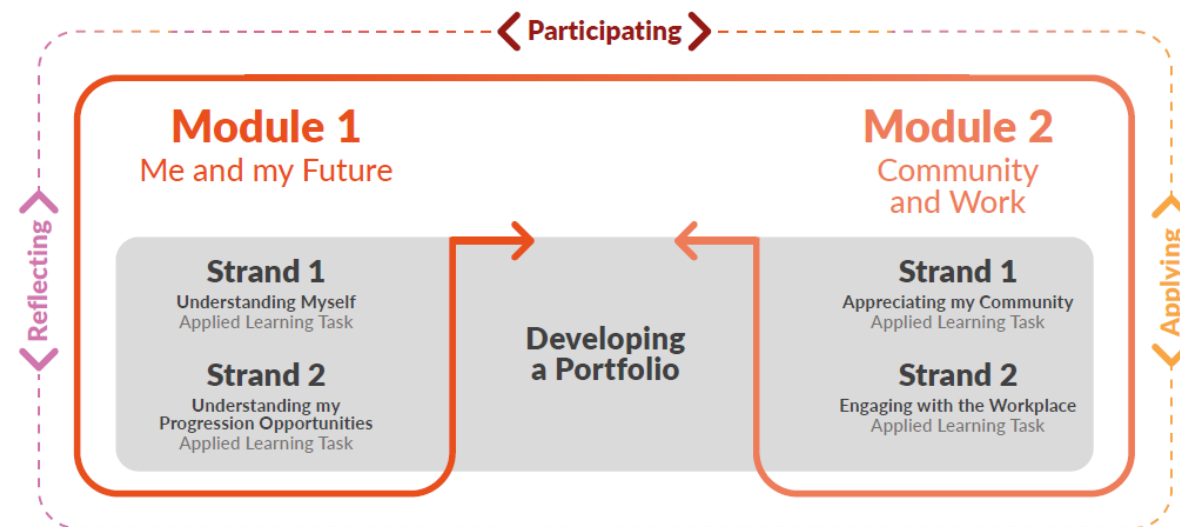


Figure 2: *Life, Community and Work Specification, 2025, p. 10.* Overview of the Specification.

# Working with Learning Outcomes



## Module 1- Me and My Future, Strand 1: Understanding Myself

### Students learn about

#### 1. Personal development

- personal development as a process of improving yourself in various aspects of life, to lead a more fulfilled, successful and meaningful life
- how to identify areas in their lives for personal development, which are subjective to each individual, aligning to future progression opportunities and focusing on the improvement of identified strengths and/or weaknesses
- goals for personal development as desired outcomes a person intends to progress and achieve, and how using a goal setting framework, such as SMARTER goals\*, can support the planning, measurement, achievement and revision of goals through meaningful learning experiences within the classroom and wider community

### Students should be able to

1. explain the concept of personal development
2. create goals for personal development and reflect on their progress

Figure 4: *Life, Community and Work Specification, 2025, p13.* Module 1, Strand 1 Learning Outcomes.

# The Applied Learning Tasks



Oide

## Module 1

### Applied Learning Task 1

*As students engage with Applied Learning Task 1 they will “create and develop a personal statement” (spec, p.15)*

### Applied Learning Task 2

*As students engage with Applied Learning Task 2 they will “create a career progression plan that incorporates various education, training and workplace opportunities and outline how it aligns to their personal statement (spec, p.18)*

## Module 2

### Applied Learning Task 3

*As students engage with Applied Learning Task 3 they will “reflect on the role they played during the collaborative problem-solving task to address a real-life community issue, demonstrating the development of a broad range of transferable skills.” (spec, p.22)*

### Applied Learning Task 4

*As students engage with Applied Learning Task 4 they will “create and assess a plan that will respond to feedback on their engagement with the workplace, that focuses on areas for further progress and development” (spec, p.26)*

# Assessment in Leaving Certificate Life, Community and Work



Assessment component	Weighting	Level
Portfolio in Action	60%	Common
Written examination	40%	Common

Grade	% marks
Distinction	80 – 100
Merit	65 – 79
Pass	50 – 64
Not Achieved	0 – 49

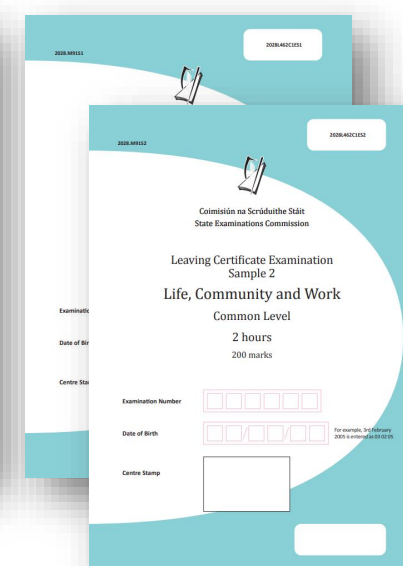


Figure 7: *Life, Community and Work Specification, 2025, p. 29.*  
Table 1 Overview of assessment for certification.

Figure 8: *Life, Community and Work Specification, 2025, p.33.*  
Table 3 Leaving Certificate Grading.



# Accessing Assessment Information

- Sample Examination Papers
- Two Common Level



For more click here  For more click here  For more click here 

- Public Consultation on the Reasonable Accommodations at Certificate Examinations (RACE) scheme** 
- Examination Entries 2026** 
- Examination Entry Fees Payment/Exemption Portal** 
- Senior Cycle Redevelopment** 
- Examinations 2026** 

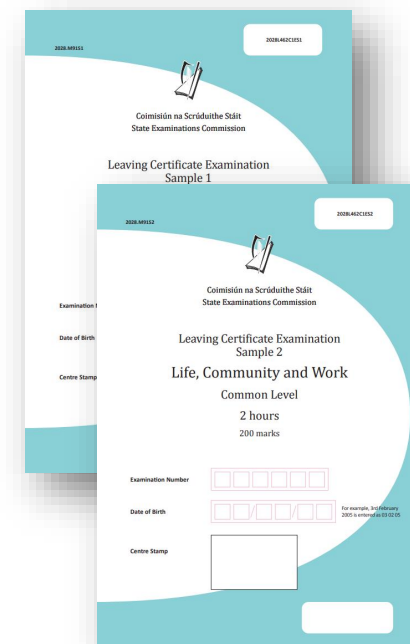


Figure 9: State Examination Commission. Examination Information



# Accessing Assessment Information

- Sample Examination Papers
- Two Common Level



Tranche 1 **Tranche 2** Tranche 3 Tranche 4 Tranche 5

Revised subjects for introduction in schools in September 2026 onwards

Sample examination papers for tranche 2 subjects are now available and can be accessed by clicking on the relevant subject in the table below.

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

Any feedback on the content of these sample materials may be submitted by e-mail to [scr@examinations.ie](mailto:scr@examinations.ie)

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

Circular S49/26 Senior Cycle Redevelopment – Sample Examination Papers is available [here](#)

Final Schedule of Examination and Completion Dates for 2027 [here](#)

Tranche 2		
Accounting *	<a href="#">Construction Technology</a>	<a href="#">Engineering</a>
English *	<a href="#">Geography</a>	<a href="#">Life, Community and Work</a>
<a href="#">Physical Education</a>		

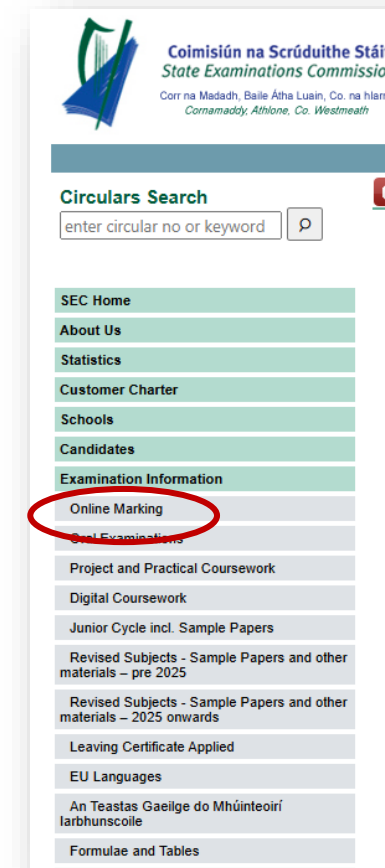
\* will not be given effect earlier than September 2027

Figure 10: State Examination Commission. Examination Information



# Focus on Online Marking

- Must use black or blue pen
- Answers are to be written in spaces provided in the examination booklet
- There is additional space for extra work. All extra work must be labelled with question number and part
- The examination booklet will be scanned – writing outside the boxes may not be visible to examiner




For more information:  
[www.examinations.ie](http://www.examinations.ie)



# Examination Specific Instructions

2028.M9151

2028L462C1ES1



Coimisiún na Scrúduithe Stáit  
State Examinations Commission

Leaving Certificate Examination  
Sample 1  
Life, Community and Work  
Common Level  
2 hours  
200 marks


Examination Number

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

Centre Stamp

2028.M9152

2028L462C1ES2



Coimisiún na Scrúduithe Stáit  
State Examinations Commission

Leaving Certificate Examination  
Sample 2  
Life, Community and Work  
Common Level  
2 hours  
200 marks

Examination Number

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

Centre Stamp

**Instructions**

There are six questions in this paper.

Question 1	60 marks
Questions 2 to 6	35 marks each

Answer Question 1 and any four other questions.

Write your Examination Number and your Date of Birth in the boxes on the front cover.

Write your answers in blue or black pen. You may use pencil for sketches, graphs and diagrams only.

Write your answers in the spaces provided in this booklet. You may not need to use all of the space provided. 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.

Leaving Certificate Examination – Sample 2  
Life, Community and Work – Common Level

2



# Examination Specific Instructions

## Instructions

There are six questions in this paper.

Question 1	60 marks
Questions 2 to 6	35 marks each

Answer **Question 1** and any **four other** questions.

Write your Examination Number and your Date of Birth in the boxes on the front cover.

Write your answers in blue or black pen. You may use pencil for sketches, graphs and diagrams only.

Write your answers in the spaces provided in this booklet. You may not need to use all of the space provided. 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.

## Instructions

There are **six** questions in this paper.

Question 1	60 marks
Questions 2 to 6	35 marks each

Answer **Question 1** and any **four other** questions.

Write your Examination Number and your Date of Birth in the boxes on the front cover.

Write your answers in blue or black pen. You may use pencil for sketches, graphs and diagrams only.

Write your answers in the spaces provided in this booklet. You may not need to use all of the space provided. 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.



# Written Examination (40%)

## Common Level Examination Structure

- 2 hours
- There are **six** questions (Totalling 200 marks)
- Answer Question 1 and any **four** other questions.

### Question 1

- Compulsory Question
- 60 marks

### Questions 2 to 6

- Answer 4 of these 5 questions
- 35 marks each



# Written Examination (40%)

## Written examination

The written examination will consist of a range of question types. The senior cycle key competencies (figure 2) are embedded in the learning outcomes and will be assessed in the context of the learning outcomes. The written examination paper will include a selection of questions that will assess:

- learning described in the four strands of study
- application of the cross-cutting elements of participating, reflecting and applying
- application of their engagement with the Applied Learning Tasks.

*(Life, Community and Work specification, 2025, p. 32)*



# Glossary of Action Verbs

## Appendix 1: Glossary of action verbs

Action verb	Students should be able to
<b>Apply</b>	select and use information and/or knowledge and understanding to explain a given situation or real circumstances
<b>Appraise</b>	evaluate, judge or consider text or a piece of work
<b>Appreciate</b>	recognise the meaning, value or importance of
<b>Assess</b>	judge, evaluate or estimate the nature, ability, quality or value of something
<b>Classify</b>	group things based on common characteristics
<b>Collaborate</b>	work jointly with another or others on an activity or project
<b>Compare</b>	give an account of the similarities and (or) differences between two (or more) items or situations, referring to both (all) of them throughout
<b>Complete</b>	provide the required information or details for all of the parts of a process to finalise and complete it
<b>Conduct</b>	perform an activity
<b>Create</b>	to bring something into existence; to cause something to happen as a result of one's actions
<b>Demonstrate</b>	prove or make clear by reasoning or evidence, illustrating with examples or practical application
<b>Demonstrate an understanding</b>	have and apply a well-organised body of knowledge
<b>Describe</b>	give a detailed account of the main points of the topic, using words, diagrams and/or images
<b>Develop</b>	evolve; make apparent or expand in detail
<b>Discuss</b>	offer a considered, balanced review that includes a range of arguments, perspectives, factors or hypotheses, grounded in appropriate evidence
<b>Engage</b>	actively and authentically carry out a process, strategy, plan or procedure
<b>Explain</b>	give a detailed account including reasons or causes
<b>Generate</b>	bring into existence, to cause to be or to create by means of a defined process
<b>Identify</b>	recognise patterns, facts, or details; provide an answer from a number of possibilities; recognise and state briefly a distinguishing fact or feature
<b>Illustrate</b>	use examples to describe something
<b>Investigate</b>	observe, study or examine in detail in order to establish facts, and reach new insights and/or conclusions
<b>Justify</b>	give valid reasons or evidence to support an answer or conclusion
<b>Outline</b>	give the main points, restricting to essential pieces of information
<b>Present</b>	show something for others to consider
<b>Recognise (data/information)</b>	identify facts, characteristics or concepts that are critical (relevant/appropriate) to the understanding of a situation, event, process or phenomenon
<b>Reflect</b>	give thoughtful consideration to actions, experiences, values and learning in order to gain new insights and make meaning
<b>Research</b>	inquire specifically, through collecting, organising and analysing evidence in order to draw conclusions

Figure 5: LCW Specification, 2025, p.34. Appendix 1 Glossary of action verbs



# Glossary of Action Verbs

## Appendix 1: Glossary of action verbs

Action verb	Students should be able to
<b>Apply</b>	select and use information and/or knowledge and understanding to explain a given situation or real circumstances
<b>Appraise</b>	evaluate, judge or consider text or a piece of work
<b>Appreciate</b>	recognise the meaning, value or importance of
<b>Assess</b>	judge, evaluate or estimate the nature, ability, quality or value of something
<b>Classify</b>	group things based on common characteristics
<b>Collaborate</b>	work jointly with another or others on an activity or project
<b>Compare</b>	give an account of the similarities and (or) differences between two (or more) items or situations, referring to both (all) of them throughout
<b>Complete</b>	provide the required information or details for all of the parts of a process to finalise and complete it
<b>Conduct</b>	perform an activity
<b>Create</b>	to bring something into existence; to cause something to happen as a result of one's actions
<b>Demonstrate</b>	prove or make clear by reasoning or evidence, illustrating with examples or practical application
<b>Demonstrate an understanding</b>	have and apply a well-organised body of knowledge
<b>Describe</b>	give a detailed account of the main points of the topic using words, diagrams and/or images



# Glossary of Action Verbs

<b>Develop</b>	evolve; make apparent or expand in detail
<b>Discuss</b>	offer a considered, balanced review that includes a range of arguments, perspectives, factors or hypotheses, grounded in appropriate evidence
<b>Engage</b>	actively and authentically carry out a process, strategy, plan or procedure
<b>Explain</b>	give a detailed account including reasons or causes
<b>Generate</b>	bring into existence, to cause to be or to create by means of a defined process
<b>Identify</b>	recognise patterns, facts, or details; provide an answer from a number of possibilities; recognise and state briefly a distinguishing fact or feature
<b>Illustrate</b>	use examples to describe something
<b>Investigate</b>	observe, study or examine in detail in order to establish facts, and reach new insights and/or conclusions
<b>Justify</b>	give valid reasons or evidence to support an answer or conclusion
<b>Outline</b>	give the main points, restricting to essential pieces of information
<b>Present</b>	show something for others to consider
<b>Recognise (data/information)</b>	identify facts, characteristics or concepts that are critical (relevant/appropriate) to the understanding of a situation, event, process or phenomenon
<b>Reflect</b>	give thoughtful consideration to actions, experiences, values and learning in order to gain new insights and make meaning
<b>Research</b>	inquire specifically, through collecting, organising and analysing evidence in order to draw conclusions

Figure 5: LCW Specification, 2025, p.34. Appendix 1 Glossary of action verbs



# Action Verbs

---

Describe what the student should be able to do

---

The learning outcomes contain action verbs

---

Command words are used for examination purposes to assess the learning outcome

---

Teachers and students should be familiar with these action verbs



# Action Verbs

P. 23

2.2.1

## Students learn about

### 1. Applying for a job

- different methods of applying for a job, including application forms, application letters and CVs, online tasks and networking, and the opportunities and challenges that may arise from the use of technology in this process
- components required when applying for a job role, including personal information, education and work experiences, skillsets and referees
- the benefits and limitations of AI during the job application process

## Students should be able to

1. compare different methods of applying for a job and demonstrate an understanding of the role of technology in this process
2. outline the different components involved in applying for a job and discuss the potential role of AI in this process



# Action Verbs

Learning outcomes in the specification are at common level

The learning outcome action verbs will be related to the command words used in assessment

Command words are used for examination purposes in the examination papers



# Action Verbs Posters

## Leaving Certificate Life Community and Work

### Action Verbs

This quick reference guide for action verbs should be used in conjunction with the Leaving Certificate Life Community and Work specification. Each action verb is described in terms of what the learner should be able to do once they have achieved the learning outcome.

Action Verb	Students should be able to
<b>Apply</b>	select and use information and/or knowledge and understanding to explain a given situation or real circumstances
<b>Appraise</b>	evaluate, judge or consider text or a piece of work
<b>Appreciate</b>	recognise the meaning, value, or importance of
<b>Assess</b>	judge, evaluate or estimate the nature, ability, quality or value of something
<b>Classify</b>	group things based on common characteristics
<b>Collaborate</b>	work jointly with another or others on an activity or project
<b>Compare</b>	give an account of the similarities and (or) differences between two (or more) items or situations, referring to both (all) of them throughout
<b>Complete</b>	provide the required information or details for all of the parts of a process to finalise and complete it
<b>Conduct</b>	perform an activity
<b>Create</b>	to bring something into existence; to cause something to happen as a result of one's actions
<b>Demonstrate</b>	prove or make clear by reasoning or evidence, illustrating with examples or practical application
<b>Demonstrate an Understanding</b>	have and apply a well-organised body of knowledge
<b>Describe</b>	give a detailed account of the main points of a topic using words, diagrams and/or images
<b>Develop</b>	to evolve, make apparent or expand in detail
<b>Discuss</b>	offer a considered, balanced review that includes a range of arguments, perspectives, factors or hypotheses, grounded in appropriate evidence
<b>Engage</b>	actively and authentically carry out a process, strategy, plan or procedure
<b>Explain</b>	give a detailed account including reasons or causes
<b>Generate</b>	bring into existence, to cause to be or to create by means of a defined process
<b>Identify</b>	recognise patterns, facts, or details; provide an answer from a number of possibilities; recognise and state briefly a distinguishing fact or feature
<b>Illustrate</b>	use examples to describe something
<b>Investigate</b>	observe, study or examine in detail in order to establish facts, and reach new insights and/or conclusions
<b>Justify</b>	give valid reasons or evidence to support an answer or conclusion
<b>Outline</b>	give the main points, restricting to essential pieces of information
<b>Present</b>	show something for others to consider
<b>Recognise (data/information)</b>	identify facts, characteristics or concepts that are critical (relevant/appropriate) to the understanding of a situation, event, process or phenomenon
<b>Reflect</b>	give thoughtful consideration to actions, experiences, values and learning in order to gain new insights and make meaning
<b>Research</b>	inquire specifically, through collecting, organising and analysing evidence in order to draw conclusions



(Leaving Certificate Life Community and Work Specification, 2025, pp. 34, Appendix 1: Glossary of Action Verbs)



# Apply

LEAVING CERTIFICATE  
LIFE, COMMUNITY & WORK  
ACTION VERBS

select and use information and/or  
knowledge and understanding to  
explain a given situation or real  
circumstances

(Leaving Certificate Life, Community and Work Specification, 2025,  
pp. 34, Appendix 1: Glossary of Action Verbs)



Oide



# Action Verbs Posters

## Leaving Certificate Life Community and Work Action Verbs

This quick reference guide for action verbs should be used in conjunction with the Leaving Certificate Life Community and Work specification. Each action verb is described in terms of what the learner should be able to do once they have achieved the learning outcome.

Action Verb	Students should be able to
<b>Apply</b>	select and use information and/or knowledge and understanding to explain a given situation or real circumstances
<b>Appraise</b>	evaluate, judge or consider text or a piece of work
<b>Appreciate</b>	recognise the meaning, value, or importance of
<b>Assess</b>	judge, evaluate or estimate the nature, ability, quality or value of something
<b>Classify</b>	group things based on common characteristics
<b>Collaborate</b>	work jointly with another or others on an activity or project
<b>Compare</b>	give an account of the similarities and (or) differences between two (or more) items or situations, referring to both (all) of them throughout
<b>Complete</b>	provide the required information or details for all of the parts of a process to finalise and complete it
<b>Conduct</b>	perform an activity
<b>Create</b>	to bring something into existence; to cause something to happen as a result of one's actions

### Apply

select and use information and/or knowledge and understanding to explain a given situation or real circumstances

(Leaving Certificate Life, Community and Work Specification, 2025, pp. 34. Appendix 1: Glossary of Action Verbs)



**Oide**

Tacú leis an bhFoghlaim  
Ghairmiúil i measc Ceannairí  
Scoile agus Múinteoirí

Supporting the Professional  
Learning of School Leaders  
and Teachers

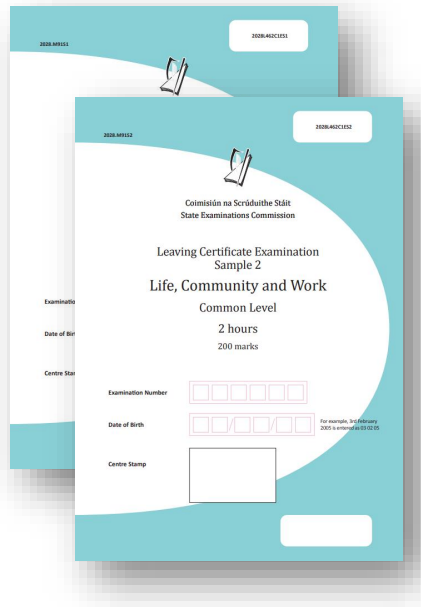
# Sample Paper 1



# Compulsory Question Q1

Q.1 is compulsory

60 marks out of a total 200 marks



Questions are based on the learning outcomes across both modules

Range of questions



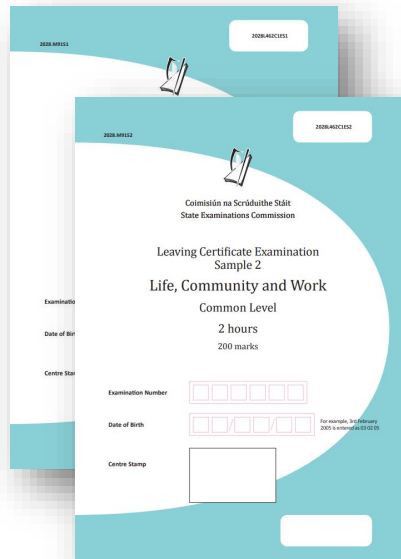
# Questions 2 - 6

Q.2 – Q.6 Complete 4 questions out of 5

35 marks per question

140 marks out of a total 200 marks

Range of questions



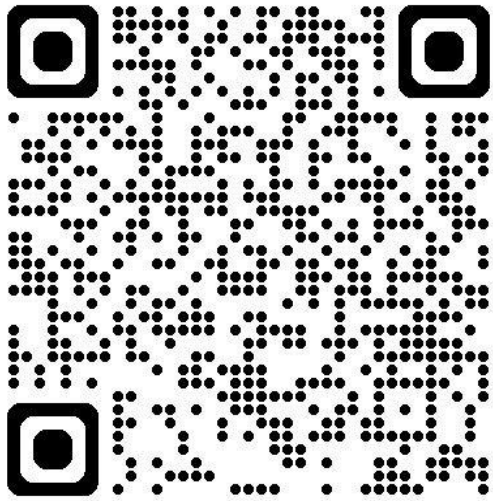


# Oide


Tacú leis an bhFoghlaim  
Ghairmiúil i measc Ceannairí  
Scoile agus Múinteoirí

Supporting the Professional  
Learning of School Leaders  
and Teachers

# Sample Examination Paper 1



2028.M9151 2028L462C1E51

  
Coimisiún na Scrúduithe Stáit  
State Examinations Commission

Leaving Certificate Examination  
Sample 1  
Life, Community and Work  
Common Level  
2 hours  
200 marks

Examination Number

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

Centre Stamp





# Oide

Tacú leis an bhFoghlaim  
Ghairmiúil i measc Ceannairí  
Scoile agus Múinteoirí

Supporting the Professional  
Learning of School Leaders  
and Teachers

# Sample Examination Paper 1, Q1.



**Question 1 is compulsory. Answer all parts.**

**Question 1**

**60 marks**

- (a) (i) What is the purpose of a competency-based job application form?



Purpose:


- (ii) Explain the career-based competency 'critical thinking' using a suitable example from your own learning experiences to support your answer.

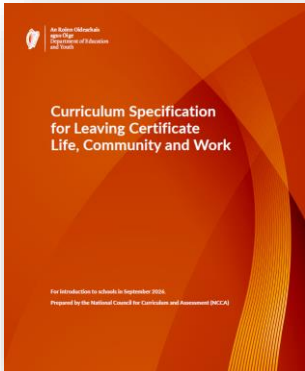
Explanation of career-based competency critical thinking:


Example:


# Exploring Learning Outcomes Across Modules



Oide



Students learn about

### 3. My skillset

- transferable skills that can be learned and improved over time

Students should be able to

P. 14

Module 1,  
Strand 1 , 3.3

- explain the concept of transferable skills\* and appreciate the highly valued nature of them

Students learn about

### 3. Collaborative problem-solving to support the development of a transferable skillset

- critical thinking and problem-solving that support finding effective, creative and innovative solutions, important within a range of contexts in education, training, the workplace and the community

Students should be able to

P. 21

Module 2,  
Strand 1 , 3.1

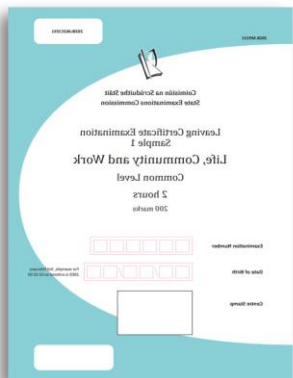
- recognise the importance of critical thinking and problem-solving across a range of contexts

### Transferable skills

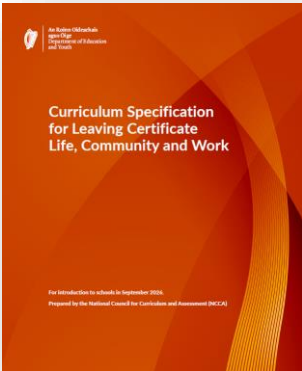
Skills that are demanded in multiple different contexts. These skills enable people to move more easily between different employments and/or civil society engagements.

- Explain the career-based competency 'critical thinking' using a suitable example from your own learning experiences to support your answer.

Sample  
Paper 1: Q.1  
(a) (ii) (p.3)



# Exploring Learning Outcomes: Module 1, Strand 2, Learning Outcome 2.7



## Students learn about

### 2. Work in its broadest sense

- trends in the labour market and the drivers of those trends including the economy, the environment, the circular economy and advances in technology, including Artificial Intelligence (AI)

## Students should be able to

7. investigate trends in the labour market\* and employment opportunities on a local, national and international level

### Trends of the labour market

Changes in the relationship between jobs and the workforce over time.

# Exploring Learning Outcomes: Module 1, Strand 2, Learning Outcome 2.7



Oide

Students learn about

Students should be able to

P. 18

## 2. Work in its broadest sense

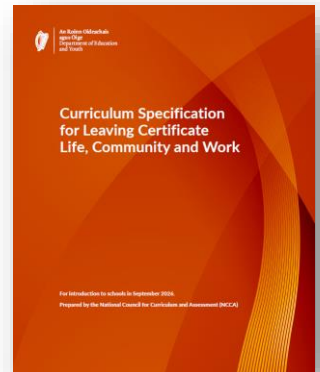
- trends in the labour market and the drivers of those trends including the economy, the environment, the circular economy and advances in technology, including Artificial Intelligence (AI)

- investigate trends in the labour market\* and employment opportunities on a local, national and international level

- (i) Both ReloveFashion and Charity Retail Ireland are an important part of the circular economy.

What is the circular economy?

Sample Paper 1:  
Q.1 (e)(i) (p.6)



# Exploring Learning Outcomes: Module 1, Strand 2, Learning Outcome 2.7



Oide

Students learn about

Students should be able to

P. 18

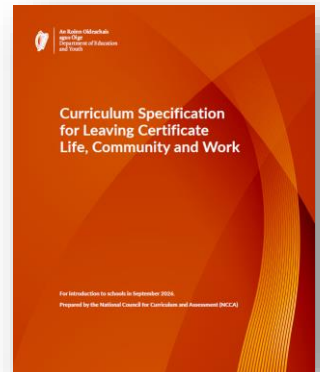
## 2. Work in its broadest sense

- trends in the labour market and the drivers of those trends including the economy, the environment, the circular economy and advances in technology, including Artificial Intelligence (AI)

- investigate trends in the labour market\* and employment opportunities on a local, national and international level

- (ii) How do organisations like ReloveFashion and Charity Retail Ireland support the circular economy?

Sample Paper 1:  
Q.1 (e)(ii) (p.6)





# Reflection

How might students' engagement with their digital portfolio support them in answering Question 1? Share your thoughts in the chat





# Questions 2 - 6

---

Q.2 – Q.6 Complete 4 questions out of 5

---

35 marks per question

---

140 marks out of a total 200 marks

---

Range of questions

---



# Exploring Learning Outcomes: Module 1, Strand 1

Question 2

35 marks

(a)



Identify **three** values in life that are important to you. Describe why **each** one is important.

(b)

‘While values can be deeply ingrained, they are not static and can evolve over time’.

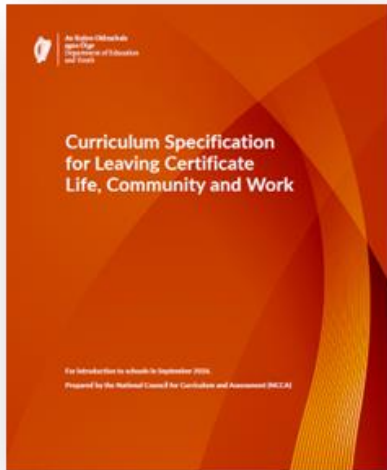
Discuss **two** reasons why values, may change as a person progresses through life. Use examples from your own learning experience to support your answer.

Sample Paper 1:  
Q.2 (a) (b) (p.10,11)

# Exploring Learning Outcomes: Module 1, Strand 1, Learning Outcomes 2.1 and 2.2



Oide



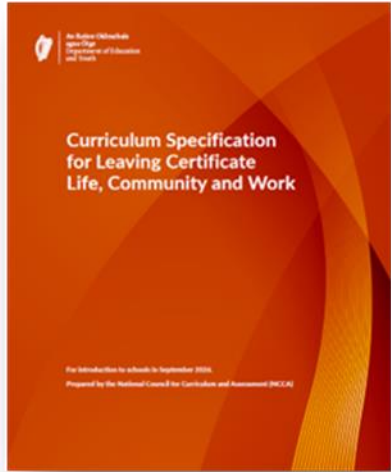
Students learn about	Students should be able to	P. 14
<p><b>2. My values</b></p> <ul style="list-style-type: none"><li>values as central beliefs that can act as desirable goals to motivate action and inform a person's priorities in life, shape their character and influence their behaviour, such as honesty, loyalty, respect and trustworthiness</li><li>values that are important to them, by engaging with self-assessment exercises</li></ul>	<ol style="list-style-type: none"><li>outline the importance of values in life identifying and prioritising values that are most important to them and explaining why</li><li>recognise how and why priority values may change as they progress through life</li></ol>	

Sample Paper 1:  
Q.2 (a) (p.10)



Q.2 (a) Identify three values in life that are important to you. Describe why each one is important.

# Exploring Learning Outcomes: Module 1, Strand 1, Learning Outcomes 2.1 and 2.2



Students learn about

## 2. My values

- values as central beliefs that can act as desirable goals to motivate action and inform a person's priorities in life, shape their character and influence their behaviour, such as honesty, loyalty, respect and trustworthiness
- values that are important to them, by engaging with self-assessment exercises

Students should be able to

P. 14

1. outline the importance of values in life, identifying and prioritising values that are most important to them and explaining why
2. recognise how and why priority values may change as they progress through life



Sample Paper 1:  
Q.2 (b) (p.11)

**Discuss** two reasons why values, may change as a person progresses through life.  
Use examples from your own learning experience to support your answer.

# Exploring Learning Outcomes: Module 1, Strand 1, Learning Outcomes 2.3 and 2.4



Oide

Students learn about

Students should be able to

P. 14

## 2. My values

- the unique nature of aptitudes, achievements and interests, which develop over time and across different contexts

- recognise the unique nature of aptitudes, achievements and interests
- identify their aptitudes, achievements and interests, reflecting on how they have developed

<b>Aptitudes</b>	A person's natural tendency for a particular activity increasing the likelihood of success.
<b>Achievements</b>	Hard-won successes accomplished with great effort or skill.
<b>Interests</b>	Something you enjoy doing, studying or experiencing, regardless of proficiency.

(c) Explain, using examples, each of the following terms:

- Aptitudes
- Achievements
- Interests

(i) Aptitudes

Sample Paper 1:  
Q.2 (c) (p.12)

# Exploring Learning Outcomes: Module 1, Strand 1, Learning Outcome 1.2



Students learn about

Students should be able to

P. 13

## 1. Personal development

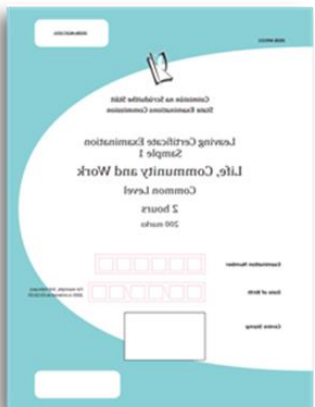
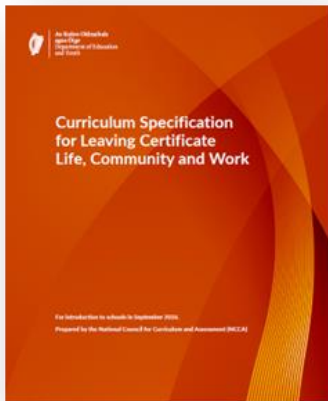
- how to identify areas in their lives for personal development, which are subjective to each individual, aligning to future progression opportunities and focusing on the improvement of identified strengths and/or weaknesses
- goals for personal development as desired outcomes a person intends to progress and achieve, and how using a goal setting framework, such as SMARTER goals can support the planning, measurement, achievement and revision of goals through meaningful learning experiences within the classroom and wider community

2. create goals for personal development and reflect on their progress

(d) 'By setting goals you are providing a target to aim for'.

Describe how you used a goal setting framework to support planning, measurement and revision of goals. Use an example from your own learning experience to support your answer.

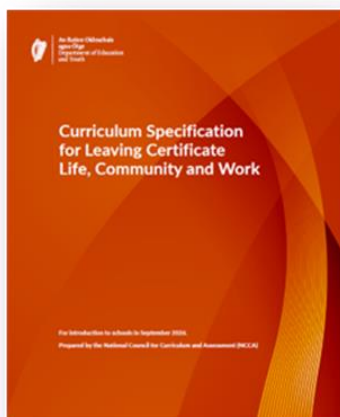
Sample Paper 1:  
Q.2 (d) (p.13)





# Exploring Applied Learning Tasks

Consider which ALT students might draw on to support and develop their answers for Question 2 (pg. 10-13)



The ALTs are described on pg. 15,18, 22 and 26 of the Life, Community and Work Specification





# Exploring Learning Outcomes: Applied Learning Task 1

## Students learn about

## Students should be able to

P. 15

### 5. Applied Learning Task 1

- how to create and develop a personal statement, which incorporates values; aptitudes, achievements and interests; skillsets and associated strengths; and goals for personal development and progress
- supporting the creative development of and meaningful reflection on a personal statement over time with evidence of different learning experiences, which may include text, illustrations, photographs, videos and supporting audio
- the importance of regularly revisiting and developing their personal statement as they engage with the specification

1. create and develop a personal statement



# Exploring Learning Outcomes:

- (d) Claire has just completed work experience in a local charity shop. As part of her applied learning task 4 the manager has given her the following feedback:

'I've noticed that you waited to be told what to do instead of jumping in. In a shop like this it really helps if you look around and spot little jobs that need to be done. That would show initiative and make a big difference.

Sample 1: Q.3 (d)(i)(ii)  
(p.16 & 17)

- (i) Why is it important to receive feedback?
- (ii) Outline **one** strategy for dealing with constructive feedback and **one** strategy for developing resilience in response to constructive feedback.



# Exploring Learning Outcomes:

Module 1: Strand 1, Learning Outcome 3.6  
Module 2: Strand 2, Learning Outcome 2.8

Sample 1: Q.3 (d)(i) (p.16)

(i) Why is it important to receive feedback?

### Students learn about

### Students should be able to

#### 3. My skillset

- the importance of reflecting on feedback received from others, such as fellow peers, teachers, parents and/or guardians, community members and work experience/shadowing colleagues, and recognising strengths within their own transferable skillset that may not be as obvious upon self-reflection

6. reflect on feedback received from others on their strengths that may not be identified by self-reflection

#### 2. Preparing for and engaging with the workplace

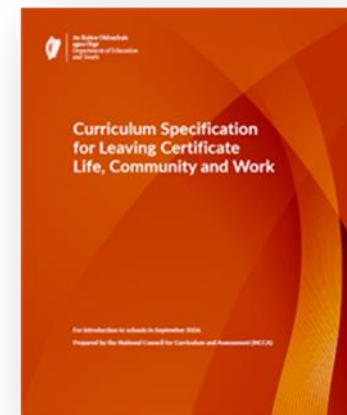
- how to generate effective feedback by engaging in dialogue with a member/(s) of the workplace organisation that they completed work experience or work shadowing experience in
- effective feedback that focuses on specific examples of transferable skills and key competencies, with supporting evidence of both strengths and areas for improvement
- reflection frameworks that support the analysis of feedback received from others

8. generate and reflect on feedback related to their performance and engagement with the workplace

P. 15

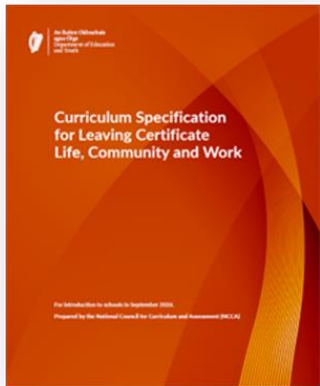


P. 25



# Exploring Learning Outcomes: Module 2, Oide

## Strand 2, Learning Outcome 1.7



### Students learn about

#### 1. Applying for a job

- disappointment as part of the process when applying for jobs and how to deal with it in a constructive manner
- building resilience by engaging with reflection strategies, evaluation of goals and engaging with constructive feedback

### Students should be able to

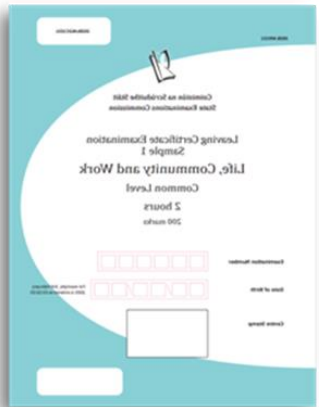
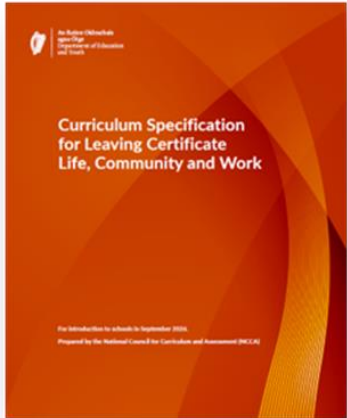
P. 24

- 7. **outline** strategies for developing resilience and dealing with constructive feedback

Sample 1: Q.3 (d)(ii) (p.17)

- (ii) **Outline one** strategy for dealing with constructive feedback and **one** strategy for developing resilience in response to constructive feedback.

# Exploring Learning Outcomes: Applied Learning Task 4



Students learn about

Students should be able to

P. 26

### 3. Applied Learning Task 4

- planning with SMARTER goals to respond to feedback (self-reflection and feedback from others) on areas identified for further progress and development
- responding to feedback includes identifying and engaging in meaningful learning experiences within this specification, broader engagement with subjects and modules in senior cycle, extra and co-curricular learning experiences and broader life experiences to develop transferable skills and key competencies
- assessing, measuring and evaluating the progress, achievement and the impact on personal development goals

1. create and assess a plan that will respond to feedback on their engagement with the workplace, that focuses on areas for further progress and development

- (i) Why is it important to receive feedback?
- (ii) Outline **one** strategy for dealing with constructive feedback and **one** strategy for developing resilience in response to constructive feedback.

# Exploring Learning Outcomes: Module 1, Strand 2, Learning Outcomes 1.1 and 1.5

Oide

## Students learn about

## Students should be able to

P. 16

### 1. Exploring my progression opportunities

- diverse progression opportunities within post-school pathways including apprenticeships, traineeships, Further Education and Training, Higher Education, entrepreneurship, travel, community and the world of work

1. identify the diversity of progression opportunities available to them

P. 17

- different providers of education and training, including, Further Education and Training and Higher Education providers, and private companies and colleges, which may support successful engagement with a chosen job role
- understanding the opportunities and challenges that each provider may present

5. investigate education and training opportunities available to students post-senior cycle



# Exploring Learning Outcomes

Sample 1: Q.5 (p.22)



## Further Education & Training (FET) and Apprenticeships



Jack Yeates, like many school leavers was unsure of his next steps after the Leaving Certificate and chose to take the Further Education and Training (FET) route. Knowing college wasn't for him, Jack decided to pursue a Post-Leaving Certificate (PLC) course.

"I chose to follow my passion and chose to go on to do a Software Development Apprenticeship, and I've never looked back."

For students considering their next step, Jack reminds students that there are other paths to success, beyond the points race, with the apprenticeship route offering an excellent option for students.

"I'm very much someone who believes that there is no limit to what you can achieve", says Jack, having since completed his apprenticeship, and now experiencing great success as a Customer Centric Engineer at Salesforce. Last year he was presented with a prestigious National Apprentice of the Year Award in recognition of his outstanding work in the Information and Communication Technology (ICT) category.

# Exploring Learning Outcomes: Module 1, Strand 2, Learning Outcomes 1.1 and 1.5



## Students learn about

## Students should be able to

### 1. Exploring my progression opportunities

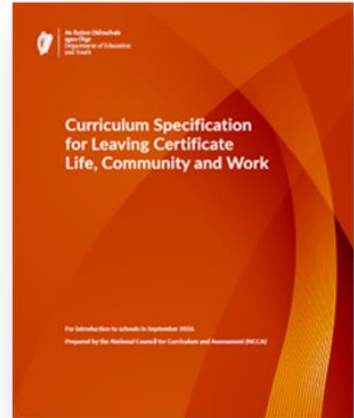
- diverse progression opportunities within post-school pathways including apprenticeships, traineeships, Further Education and Training, Higher Education, entrepreneurship, travel, community and the world of work
- different providers of education and training, including, Further Education and Training and Higher Education providers, and private companies and colleges, which may support successful engagement with a chosen job role
- understanding the opportunities and challenges that each provider may present

1. identify the diversity of progression opportunities available to them
5. investigate education and training opportunities available to students post-senior cycle

P. 16

P. 17

(a) Many students, like Jack, are following the PLC route. Explain what is meant by a PLC course.



Sample 1: Q.5 (a) (p.22)

# Exploring Learning Outcomes: Module 1, Strand 2, Learning Outcomes 1.1 and 1.5



Oide

## Students learn about

## Students should be able to

### 1. Exploring my progression opportunities

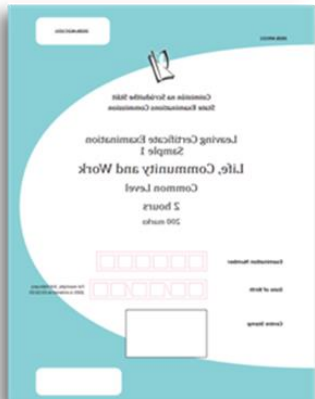
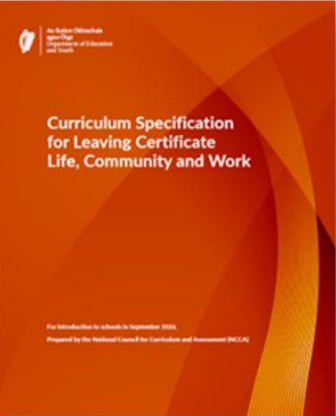
- diverse progression opportunities within post-school pathways including apprenticeships, traineeships, Further Education and Training, Higher Education, entrepreneurship, travel, community and the world of work
- different providers of education and training, including, Further Education and Training and Higher Education providers, and private companies and colleges, which may support successful engagement with a chosen job role
- understanding the opportunities and challenges that each provider may present

1. identify the diversity of progression opportunities available to them
5. investigate education and training opportunities available to students post-senior cycle

P. 16

P. 17

(e) Describe **two** differences between an apprenticeship and a traineeship.



Sample 1: Q.5 (e) (p.24)



# Reflection

What key learning will you take away from working through Sample Examination Paper 1?





**Oide**

Tacú leis an bhFoghlaim  
Ghairmiúil i measc Ceannairí  
Scoile agus Múinteoirí

Supporting the Professional  
Learning of School Leaders  
and Teachers

# Sample Paper 2



# Oide


Tacú leis an bhFoghlaim  
Ghairmiúil i measc Ceannairí  
Scoile agus Múinteoirí

Supporting the Professional  
Learning of School Leaders  
and Teachers

# Sample Examination



2028.M9152 2028L462C1E52

  
Coimisiún na Scrúduithe Stáit  
State Examinations Commission

Leaving Certificate Examination  
Sample 2  
Life, Community and Work  
Common Level  
2 hours  
200 marks

Examination Number

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

Centre Stamp





# Written Examination (40%)

## Common Level Examination Structure

- 2 hours
- There are **six** questions (Totalling 200 marks)
- Answer Question 1 and any **four** other questions.

### Question 1

- Compulsory Question
- 60 marks

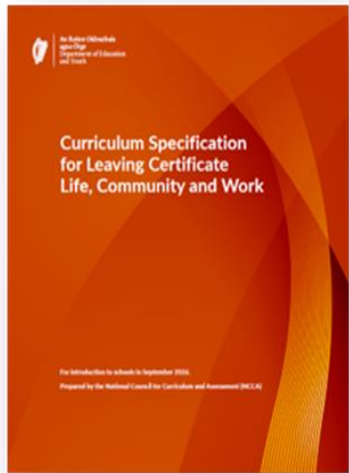
### Questions 2 to 6

- Answer 4 of these 5 questions
- 35 marks each

# Exploring Learning Outcomes: Module 1, Strand 1, Learning Outcomes 2.1 - 2.4



Oide



Students learn about

Students should be able to

P. 14

## 2. My values

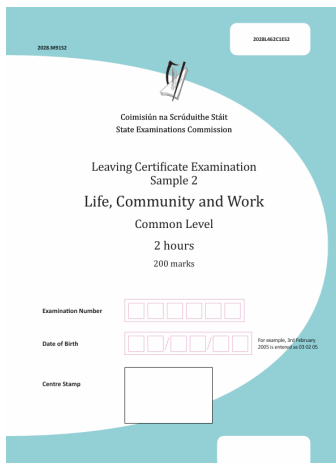
- values as central beliefs that can act as desirable goals to motivate action and inform a person's priorities in life, shape their character and influence their behaviour, such as honesty, loyalty, respect and trustworthiness
- values that are important to them, by engaging with self-assessment exercises
- the unique nature of aptitudes, achievements and interests, which develop over time and across different contexts

1. outline the importance of values in life, identifying and prioritising values that are most important to them and explaining why
2. recognise how and why priority values may change as they progress through life
3. recognise the unique nature of aptitudes\*, achievements\* and interests\*
4. identify their aptitudes, achievements and interests, reflecting on how they have developed

(a) Indicate whether each of the following statements is true or false, by putting a tick (✓) in the correct box.

Statement	True	False
Respect, honesty and kindness are examples of values.		
Interests are something a person does not enjoy.		
You can set goals, but you do not need to monitor them, for personal development.		
Aligning values with goals helps with motivation.		

Sample 2:  
Q.1 (a) (p.3)



# Exploring Learning Outcomes: Module 2, Strand 1, Learning Outcomes 1.1 and 1.5



## Students learn about

## Students should be able to

### 1. Appreciating my community

- community as a social unit, whereby people are connected by a common interest, activity, or specific area
- how to identify different groups in a community that may have been impacted positively and/or negatively by a real-life issue which may be associated with health and wellbeing, strong and caring communities, fair and equal societies and protecting life on earth

1. explain what community means from a local, national and global perspective

5. investigate how different groups in a community have been impacted by a real-life issue

# Exploring Learning Outcomes: Module 2, Strand 1, Learning Outcomes 1.1 and 1.5



Oide

Students learn about

Students should be able to

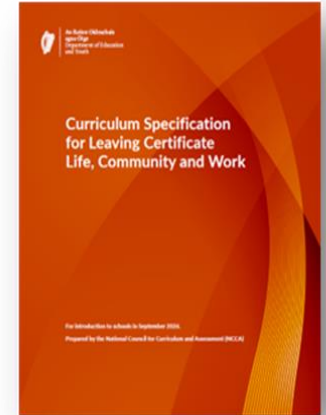
## 1. Appreciating my community

- community as a social unit, whereby people are connected by a common interest, activity, or specific area

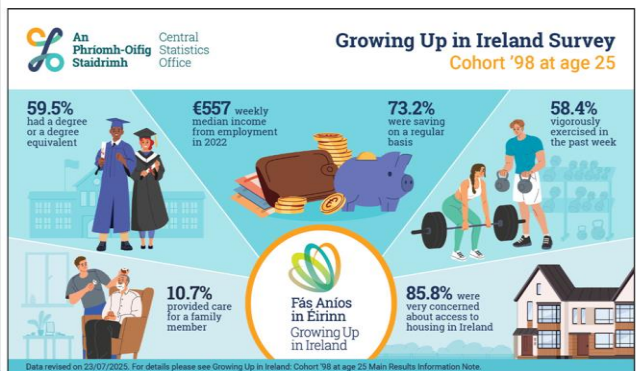
1. explain what community means from a local, national and global perspective

- how to identify different groups in a community that may have been impacted positively and/or negatively by a real-life issue which may be associated with health and wellbeing, strong and caring communities, fair and equal societies and protecting life on earth

5. investigate how different groups in a community have been impacted by a real-life issue



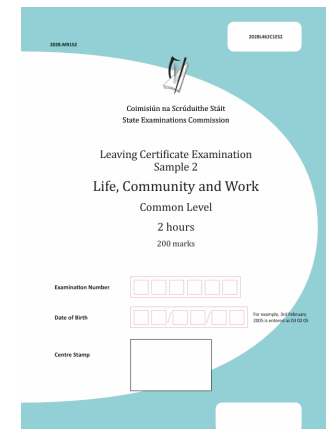
(c) The infographic represents a community of young people who have grown up in Ireland and are now aged 25 (Cohort '98).



(i) Identify and describe one challenge facing this particular community.

(ii) Explain what community means from a local, national or global perspective.

Sample 2: Q.1 (c)(i) and (ii) (p.4)



# Exploring Learning Outcomes: Module 1, Strand 2. Learning Outcome 2.8



Students learn about

Students should be able to

P. 18

## 2. Work in its broadest sense

- changing workplace trends associated with digital technology such as remote working, AI, the rise of self-employment and freelancing, acknowledging the challenges and opportunities these trends may provide

- 8. discuss the influence of digital technology on workplace trends

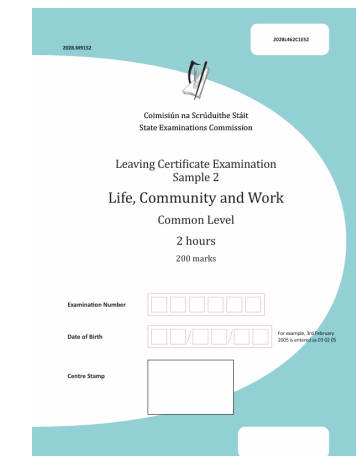
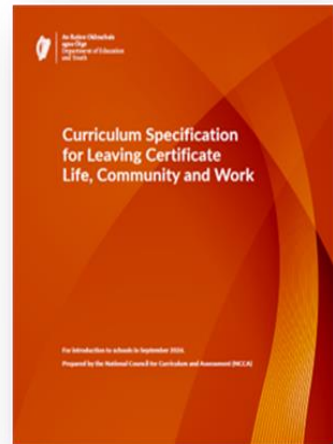
(f) (i) Fill in the missing term in the case of each of the following statements:

Working for yourself rather than being employed by a business is known as \_\_\_\_\_.

Working from home or away from the employer's traditional office is known as \_\_\_\_\_ working.

Working independently on short term projects for several people is known as \_\_\_\_\_.

Sample 2:  
Q.1 (f)(i) (p.7)



# Exploring learning outcomes: Module 2, Strand 1, Learning Outcomes 2.1 and 2.2

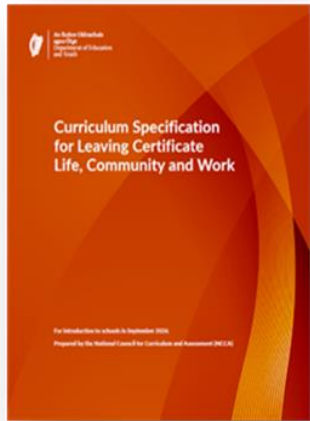


Oide

Students learn about

Students should be able to

P. 21



## 2. Enterprise in the community

- enterprises including for-profit business organisations, community and social enterprises
- for-profit business organisations and community enterprises that use business to improve the life of a community directly or indirectly, with profits generated delivering a positive local impact
- social enterprises as organisations that combine strong social, community and/or environmental missions with business activities, and non-profit business organisations, which are tailored to meet the needs of the communities they serve and focus on creating jobs and improving local services

- recognise the different forms of enterprise within a community
- identify examples of enterprise that address a need within their community

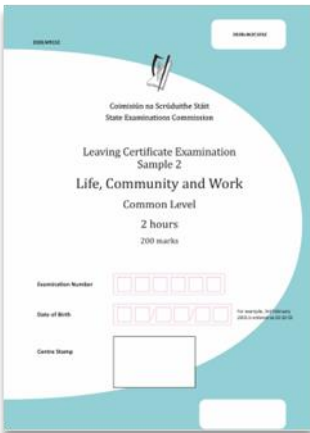
There are 4,000 social enterprises across Ireland and all are part of the solution to building a better society.

RTÉ News

(i) Define the term 'social enterprise'.

(ii) Describe **two** ways social enterprises contribute to building a better society.

Sample 2: Q.1 (j) (p.11)





## Questions 2 - 6

---

Q.2 – Q.6 Complete 4 questions out of 5

---

35 marks per question

---

140 marks out of a total 200 marks

---

Range of questions

---



# Exploring Sample Paper 2, Question 2

- (a) Aine is 23 years old. She lives in Dublin with her parents. As part of her job search she saw the two job advertisements below and applied for both. She has been offered both jobs.

Sample 2: Q.2 (p.12)

## PowerSales Ltd.

Dublin

We are Hiring!!!

Customer Service Representative

Why you'll love working with us

- Annual salary €35,000
- 40 hour working week Monday – Friday
- Fully remote working

We are looking for a person with excellent communication and interpersonal skills. Previous experience desirable but not essential.

Email: [info@powersales.ie](mailto:info@powersales.ie)



## The Service Hub

Cork

Customer Service Representative

“Join a friendly team that values empathy, problem-solving, and personal growth.”

What you'll do

- Respond to customer inquiries via phone, email, and chat
- Resolve issues and follow up to ensure satisfaction

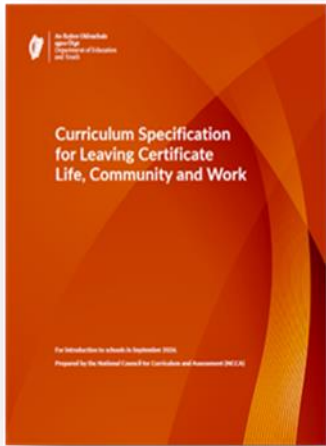
What we offer

- Annual salary €40,000
- 40 hour working week (4 × 10 hour days) and one Saturday every month
- Two days in office and two days remote working

Email: [info@theservicehub.ie](mailto:info@theservicehub.ie)



# Exploring Learning Outcomes: Module 1, Strand 1, Learning Outcome 3.2



Students learn about

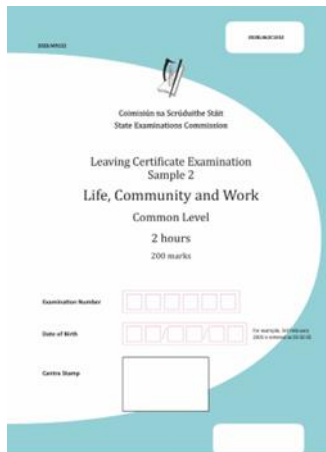
### 3. My skillset

- job role descriptions and the language and format used when outlining skills, that are both essential and desirable for the role, for a variety of careers and job roles

Students should be able to

P. 14

2. appraise a job role description, recognising skills required for different careers and job roles



Which job do you think Aine should choose? Justify your answer (giving **two** relevant reasons).

Sample 2: Q.2 (a) (p.13)

# Exploring Learning Outcomes: Module 1, Strand 2, Learning Outcome 2.6



## Students learn about

## Students should be able to

P. 18

### 2. Work in its broadest sense

- the role of entrepreneurship within the labour market, in creating new opportunities through innovation and taking risk

6. describe the role of entrepreneurship within the labour market

### Entrepreneurship

An individual's capacity to identify an opportunity and pursue it in order to produce new value or economic success, includes both entrepreneurs who create a business organisation and intrapreneurs who demonstrate entrepreneurial competencies while working in an organisation.

### Labour market

A term used to describe the relationship between the workplace and the workforce.

# Exploring Learning Outcomes: Module 1, Strand 2, Learning Outcome 2.6



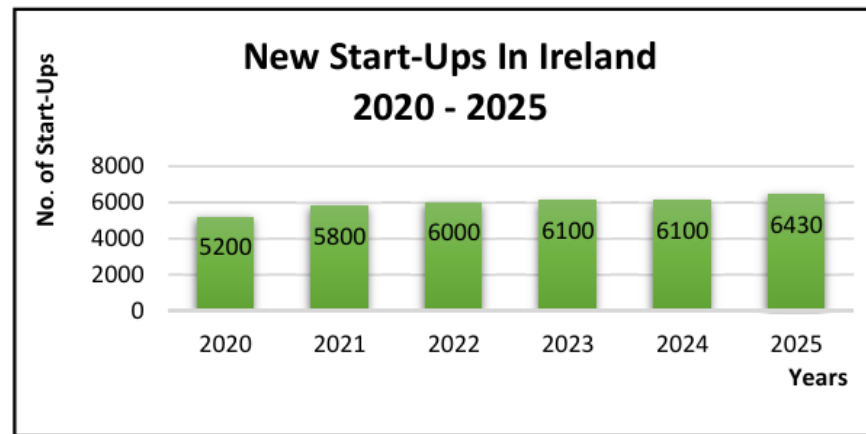
Students learn about

- the role of entrepreneurship within the labour market, in creating new opportunities through innovation and taking risk

Students should be able to

P. 18

6. describe the role of entrepreneurship\* within the labour market\*



Sample 2, Q. 3(c), p. 17

The above graph shows that entrepreneurship in Ireland continues to increase.

Describe **three** ways, entrepreneurship plays a key role within the labour market.

# Exploring Learning Outcomes: Module 1, Strand 2, Learning Outcome 2.5



Oide

## Students learn about

### 2. Work in its broadest sense

- how paying tax contributes to the development of a functioning society, as it supports the funding of public services such as healthcare, education, infrastructure and social welfare programme
- online registration of employments to support the correct payment of tax

## Students should be able to

P. 18

- 5. recognise the role of personal tax and the importance of registering employments with Revenue

# Exploring Learning Outcomes: Module 1, Strand 2, Learning Outcome 2.5



- (d) Delta Ltd. have employed John Murphy having decided that his competencies are a good fit for their needs. An extract of John's first payslip is shown below:

<b>Employer:</b> Delta Ltd.				
<b>Employee Name:</b> John Murphy		<b>Pay Date:</b> 25/07/2025		
Description		Deduction Details		Summary of Pay
Basic Pay	€3,000.00	PAYE (Emergency)	€1,020.00	<b>Gross Pay</b>
Overtime	€200.00	USC (Emergency)	€105.00	€3,200.00
<b>Gross Pay</b>	€3,200.00	PRSI	€120.00	
				<b>Total Deductions</b>
				€1,245.00
				<b>Net Pay</b>
				€1,955.00

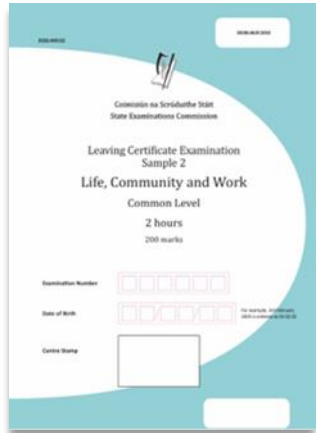
Sample 2: Q.5 (d), p.24

- (i) Explain the difference between gross pay and net pay using the figures in John's payslip.
- (ii) How much emergency tax did John pay? Write your answer in the box below.
- (iii) What is emergency tax?

# Exploring Learning Outcomes: Module, Strand 2, Learning Outcome 2.5



Oide



(iv) What is meant by Revenue Payroll Notification (RPN)?

Sample 2: Q.5 (d)(iv) , p.25

Students learn about

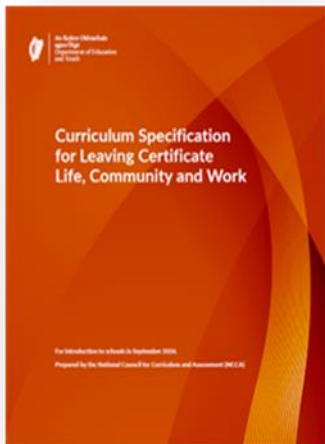
Students should be able to

P. 18

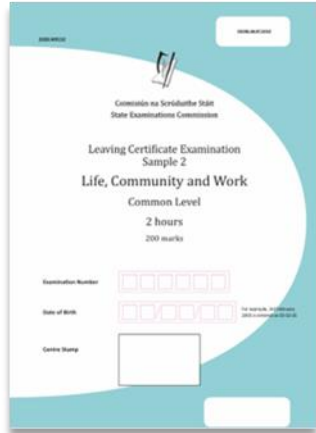
## 2. Work in its broadest sense

- how paying tax contributes to the development of a functioning society, as it supports the funding of public services such as healthcare, education, infrastructure and social welfare programme
- online registration of employments to support the correct payment of tax

5. recognise the role of personal tax and the importance of registering employments with Revenue



# Exploring Learning Outcomes: Module 1, Oide Strand 2, Learning Outcome 2.5



(v)



Sample 5: Q.5 (d)(v) (p.25)

List **four** pieces of personal information John needs in order to register with Revenue Online.

## Students learn about

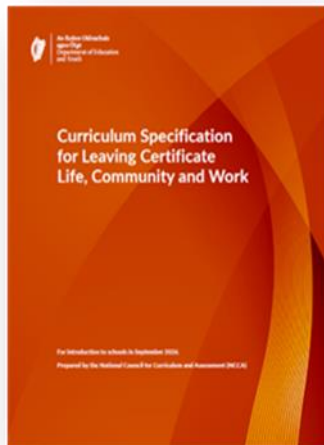
### 2. Work in its broadest sense

- how paying tax contributes to the development of a functioning society, as it supports the funding of public services such as healthcare, education, infrastructure and social welfare programme
- online registration of employments to support the correct payment of tax

## Students should be able to

P. 18

- 5. recognise the role of personal tax and the importance of registering employments with Revenue



# Exploring Learning Outcomes: Module 2, Strand 1, Learning Outcomes 3.1-3.4



Students learn about

Students should be able to

P. 21

### 3. Collaborative problem-solving to support the development of a transferable skillset

- critical thinking and problem-solving that support finding effective, creative and innovative solutions, important within a range of contexts in education, training, the workplace and the community
- design thinking as a human-centred, creative, problem-solving approach that has evolved from a business/entrepreneurial focused approach to one that can be used in a variety of contexts to solve complex problems
- the stages of design thinking which include clarifying, ideating, developing and implementing solutions

1. recognise the importance of critical thinking and problem-solving across a range of contexts
2. describe the process of design thinking<sup>+</sup> and how it has evolved over time

### Design thinking

A non-linear, iterative process that supports human-centred problem-solving and the creation and refinement of innovative solutions.

# Exploring Learning Outcomes: Module 2, Strand 1, Learning Outcomes 3.1 - 3.4



Oide

## Students learn about

- working with others in small groups to respond to a real-life community issue, that may pose a challenge or opportunity
- critical thinking, empathising and exploration of a real-life community issue to support defining the problem scenario
- the importance of creating, developing and refining potential solutions
- reflecting on this process
- how to synthesise and present on their engagement with the collaborative problem-solving task in a coherent and engaging manner to a range of audiences, such as, classmates and members of a community
- how to engage with variety of formats such as written text, audio-visual presentations, videos and vlogs
- the role of evidence in supporting conclusions/justifications

## Students should be able to

P. 22

3. collaborate to respond to a real-life community issue, using a design thinking problem-solving approach
4. present an overview of their collaborative response to a real-life community issue

# Exploring Learning Outcomes: Applied Learning Task 3



## Students learn about

## Students should be able to

P. 22

### 4. Applied Learning Task 3

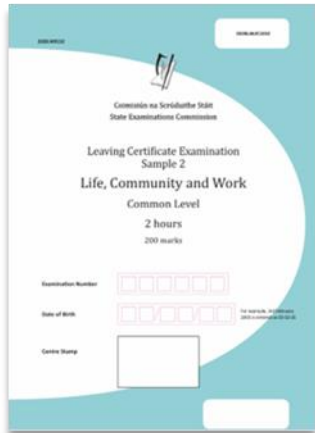
- reflection framework tools that support analysis of their contribution to each stage of the collaborative problem-solving task and how this has contributed to the development of a broad range of transferable skills
- the importance of continuing to reflect on the development of transferable skills within a range of contexts from school, life, community and the workplace

1. reflect on the role they played during the collaborative problem-solving task to address a real-life community issue, demonstrating the development of a broad range of transferable skills

# Exploring Learning Outcomes: Module 2, Strand 1, Learning Outcomes 3.1 - 3.4



Oide



- (a) Describe the stages of design thinking you and your group used to respond to a real-life issue in your community.

Sample 2: Q.6 (a) (p.26)

Students learn about

Students should be able to

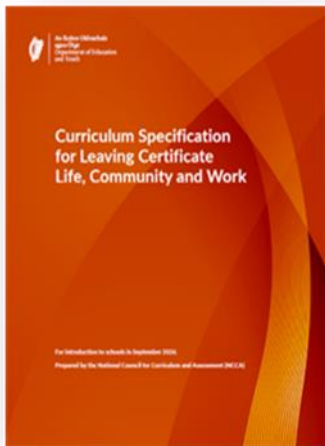
P. 21

- design thinking as a human-centred, creative, problem-solving approach that has evolved from a business/entrepreneurial focused approach to one that can be used in a variety of contexts to solve complex problems
- the stages of design thinking which include clarifying, ideating, developing and implementing solutions

2. describe the process of design thinking\* and how it has evolved over time

**Design thinking**

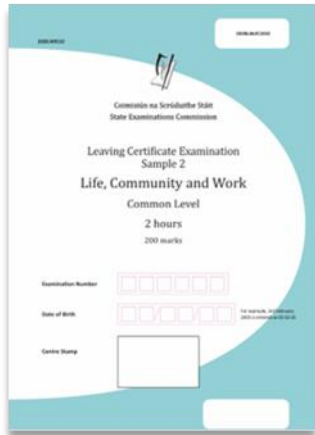
A non-linear, iterative process that supports human-centred problem-solving and the creation and refinement of innovative solutions.



# Exploring Learning Outcomes: Module 2, Strand 1, Learning Outcomes 3.1 - 3.4



Oide



- (a) Describe the stages of design thinking you and your group used to respond to a real-life issue in your community.

Sample 2: Q.6 (a) (p.26)

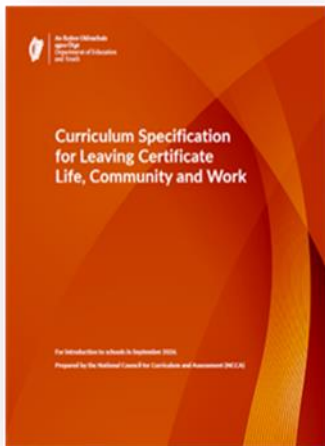
## Students learn about

- working with others in small groups to respond to a real-life community issue, that may pose a challenge or opportunity
- critical thinking, empathising and exploration of a real-life community issue to support defining the problem scenario
- the importance of creating, developing and refining potential solutions
- reflecting on this process

## Students should be able to

P. 22

3. collaborate to respond to a real-life community issue, using a design thinking problem-solving approach



# Exploring Learning Outcomes: Module 2, Strand 1, Learning Outcome 3.4



Oide

Sample 2: Q.6 (b) (p.27)

*Killarney introduced the **2Go Cup Deposit and Return Scheme**, which eliminated single-use takeaway coffee cups for 55 local businesses as one of the initiatives to address its issue.*

- (b)** Introducing the 2Go Cup was Killarney's solution to their problem.  
Explain the solution you and your group developed to address the issue in your community.

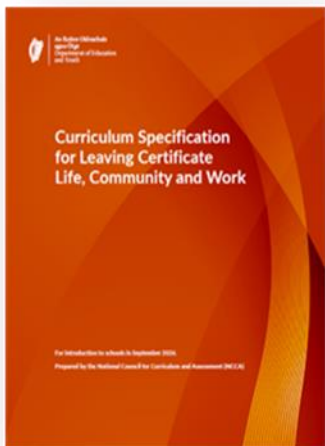
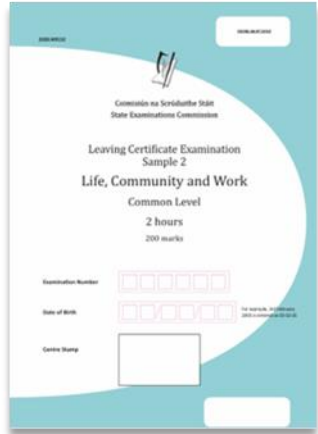
Students learn about

Students should be able to

P. 22

- how to synthesise and present on their engagement with the collaborative problem-solving task in a coherent and engaging manner to a range of audiences, such as, classmates and members of a community
- how to engage with variety of formats such as written text, audio-visual presentations, videos and vlogs
- the role of evidence in supporting conclusions/justifications

4. present an overview of their collaborative response to a real-life community issue

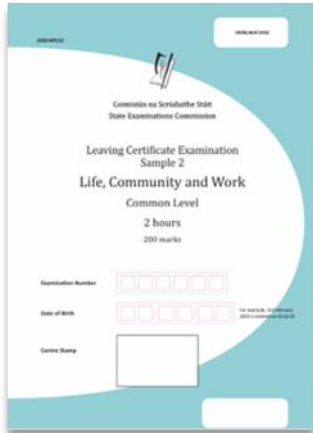


# Exploring Learning Outcomes: Applied Learning Task 3



Oide

Sample 2: Q.6 (c) (I) (ii) (p.27 & 28)



- (c) (i) Outline the role you played in your group while responding to the issue in your community.
- (ii) Identify **two** transferable skills developed by you during the process of addressing the issue in your community. Explain how **each** one was developed.

Students learn about

Students should be able to

P. 22

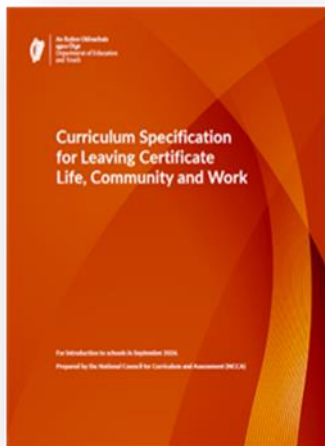
## 4. Applied Learning Task 3

- reflection framework tools that support analysis of their contribution to each stage of the collaborative problem-solving task and how this has contributed to the development of a broad range of transferable skills
- the importance of continuing to reflect on the development of transferable skills within a range of contexts from school, life, community and the workplace

1. reflect on the role they played during the collaborative problem-solving task to address a real-life community issue, demonstrating the development of a broad range of transferable skills

## Transferable skills

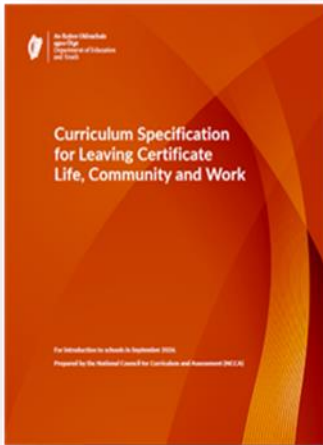
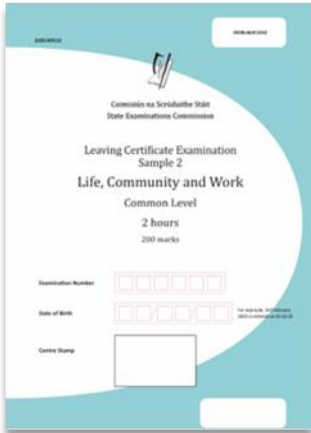
Skills that are demanded in multiple different contexts. These skills enable people to move more easily between different employments and/or civil society engagements.



# Exploring Learning Outcomes: Applied Learning Task 3



Sample 2: Q.6 (d) (p.28)



(d) Describe **two** methods you used to reflect on your role while collaborating to address the issue in your community.

### Students learn about

### Students should be able to

P. 22

#### 4. Applied Learning Task 3

- reflection framework tools that support analysis of their contribution to each stage of the collaborative problem-solving task and how this has contributed to the development of a broad range of transferable skills
- the importance of continuing to reflect on the development of transferable skills within a range of contexts from school, life, community and the workplace

1. reflect on the role they played during the collaborative problem-solving task to address a real-life community issue, demonstrating the development of a broad range of transferable skills

### Transferable skills

Skills that are demanded in multiple different contexts. These skills enable people to move more easily between different employments and/or civil society engagements.



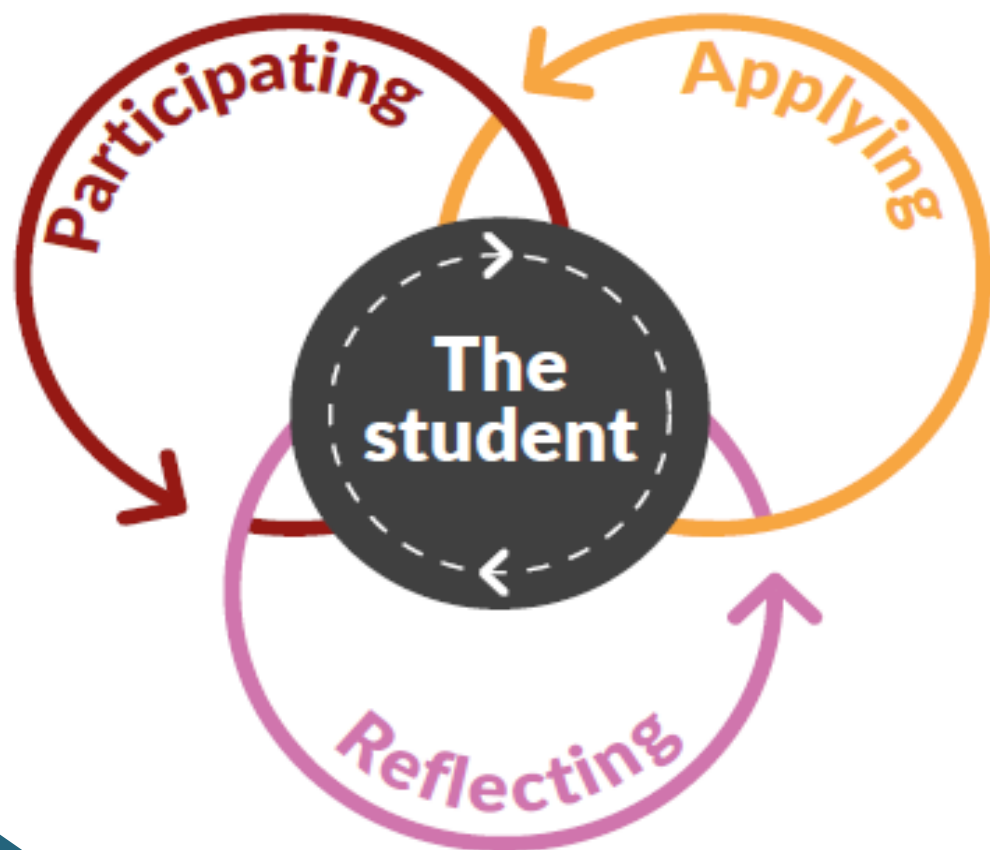
# Reflection

What key learning will you take away from working through Sample Examination Paper 2?





# Teaching for Student Learning



“ Leaving Certificate Life, Community and Work places the student at the centre through it’s learning outcomes design and is underpinned by the experiential learning cycle... ”

**Figure 3:** *Life, Community and Work Specification, 2025*, p. 27 Experiential Learning Cycle.





# Today, we have ...

- Considered the significance of the specification and the structure of the sample examination papers
- Explored Sample Examination Papers 1 and 2, the role of action verbs and application of student engagement with the Applied Learning Tasks.
- Identified opportunities for students to draw on the evidence of their learning documented in their digital portfolio



# Today's Key Messages

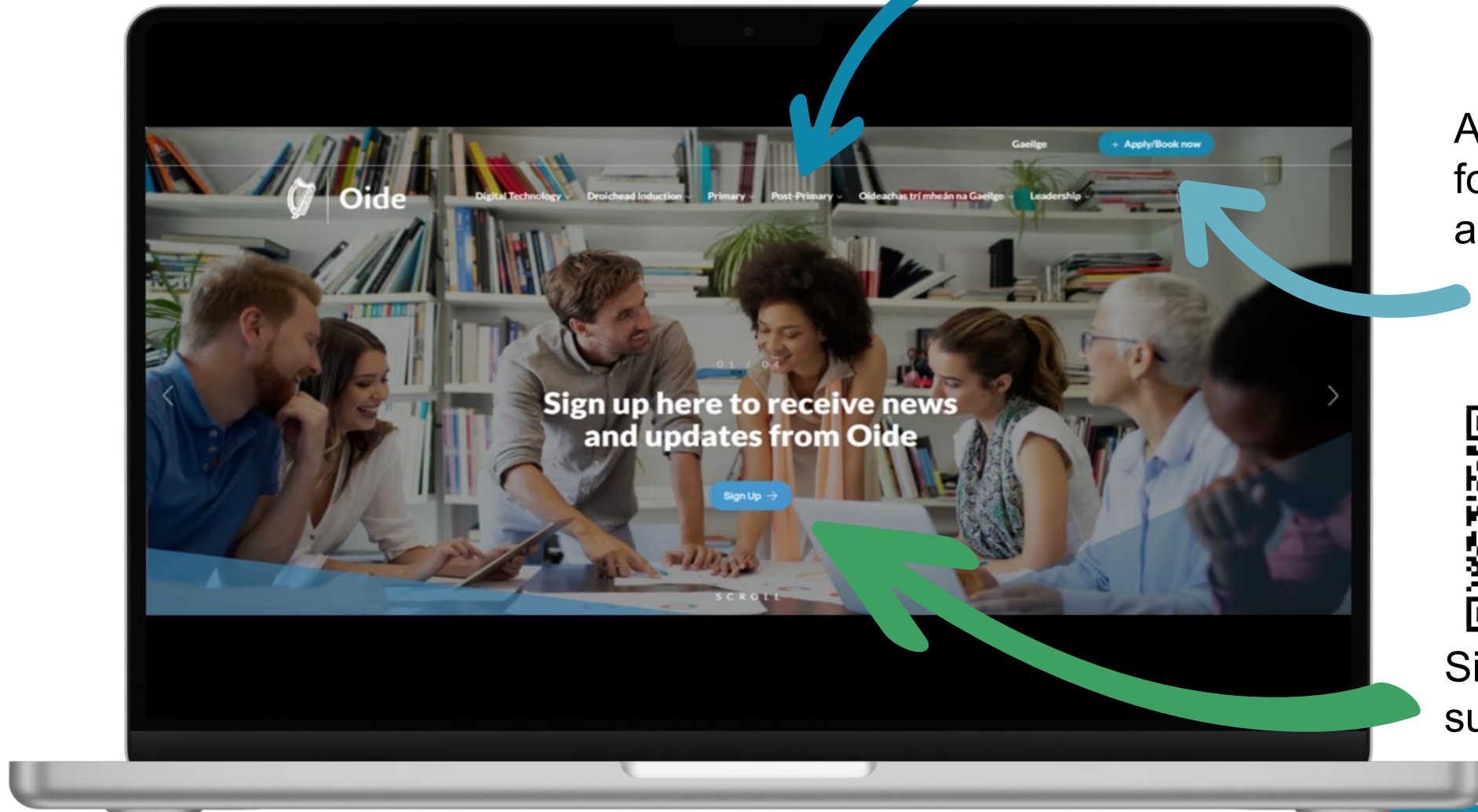
- The specification is central to learning, teaching and assessment
- The learning described in the specification is relevant to the Common Level examination papers
- All learning described in the specification *can be* assessed in the final written exam
- Action verbs describe what the learner should be able to do once the learning outcome is achieved, they are related to the command words used in examination questions.

# Connect with us

All Business Subjects:  
News, information  
and resources.



Oide



All bookings  
for teachers  
and schools.

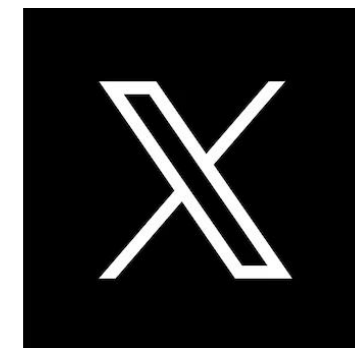
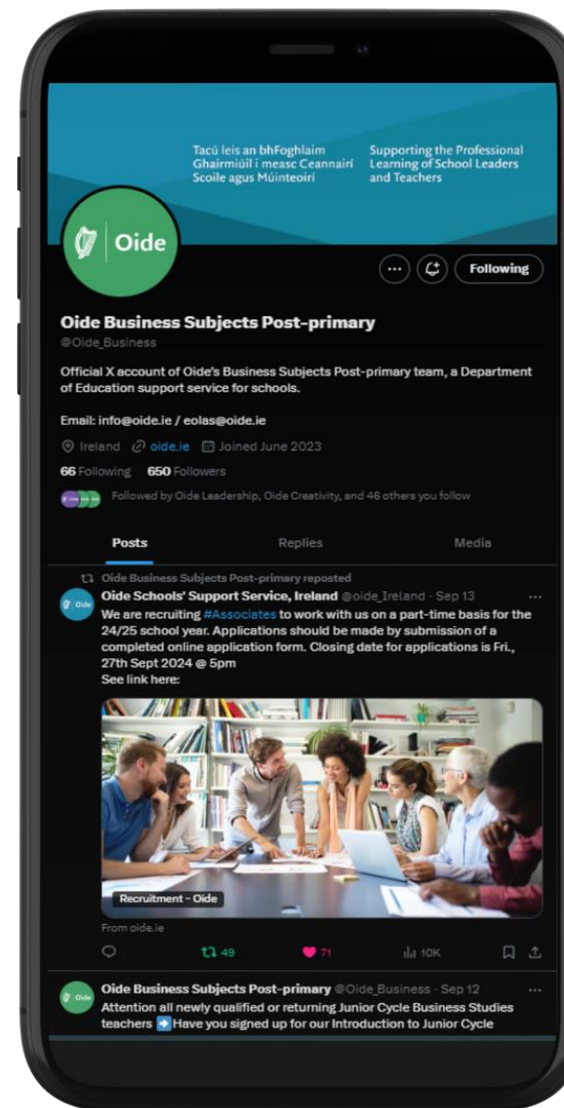


Sign up for the  
subject mailing list.



Oide

# Connect with us



@Oide\_Business

Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí

Supporting the Professional Learning of School Leaders and Teachers



# References

NCCA (2024). *Key competencies in senior cycle.*

NCCA (2025). *Leaving Certificate Life, Community and Work Specification.*

NCCA (2025). *Guidelines to support the Completion of the Portfolio in Action AAC*

State Examination Commission (2026) *Revised Subjects.*

[online] <https://www.examinations.ie/scr/> Accessed: April 20, 2026



# Figures

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

**Figure 2:** NCCA (2025). *Curriculum Specification for Leaving Certificate Life, Community and Work, p.10*. Specification Overview

**Figure 3:** NCCA (2025). *Curriculum Specification for Leaving Certificate Life, Community and Work, p.27*. The Experiential Learning Cycle

**Figure 4:** *Life, Community and Work Specification, 2025, p.13,15*. Module 1, Strand 1 Learning Outcomes

**Figure 5:** *Life, Community and Work Specification, 2025, p.34*. Appendix 1 Glossary of action verbs

**Figure 6:** *Life, Community and Work Specification, 2025, p.34*. Appendix 1 Glossary of terms

**Figure 7:** *Life, Community and Work Specification, 2025, p.29*. Table 1 Overview of assessment for certification.

**Figure 8:** *Life, Community and Work Specification, 2025, p.33*. Table 3 Leaving Certificate Grading.

**Figure 9:** *State Examination Commission*. Examination Information

**Figure 10:** *State Examination Commission*. Examination Information