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

Guidelines to support the Leaving Certificate Climate Action and Sustainable Development Action Project

November 2024

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Introduction

This document, *Guidelines to support the Leaving Certificate Climate Action and Sustainable Development Action Project*, provides:

- details of the nature and scope of the Action Project as outlined in the curriculum specification for Leaving Certificate Climate Action and Sustainable Development
- guidance for schools, teachers and students on undertaking, completing and submitting the Action Project
- information on the role of schools and teachers in supporting students with the AAC
- descriptors of quality for the Action Project.

These guidelines should be used in conjunction with the curriculum specification for Leaving Certificate Climate Action and Sustainable Development which can be accessed at <https://www.curriculumonline.ie/senior-cycle/senior-cycle-subjects/climate-action-and-sustainable-development/>

A brief for the conduct of the Action Project will be published annually by the State Examinations Commission (SEC) in term 2 of year 1.

Assessment for Certification in Leaving Certificate Climate Action and Sustainable Development

Assessment for certification is based on the rationale, aim and learning outcomes of the Leaving Certificate Climate Action and Sustainable Development specification. There are two assessment components: a written examination and an additional assessment component comprising an Action Project. The written examination will be at higher and ordinary level. The Action Project will be based on a common brief and will be assessed at the level at which the student sits the final written examination. Each component will be set and examined by the State Examinations Commission (SEC).

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

Overview of the Action Project

The Action Project provides students with an opportunity to develop a deeper understanding of the concepts and principles they have learned throughout the course, while also employing the practical strategies and thinking they have developed to learn to take action in the area of Climate Action and Sustainable Development. The senior cycle key competencies, developed through all the learning in this course, will be applied through the student's engagement in the Action Project. The Action Project allows students to build on their experiences to date and demonstrate learning related to the learning outcomes of the Applied Learning Tasks (ALTs) strand, as well as learning outcomes from the other strands as appropriate to the brief.

Students will engage in an action of their choosing that relates to a topic within the brief, which will be issued annually by the SEC. Whilst students might utilise and work with others in carrying out their Action Project, their evidence of learning is submitted and assessed individually. They will research and define an issue related to a topic within the brief and identify ways others have engaged with a similar issue. They will use this learning to plan, design and carry out an action to address the issue. Throughout the process they will use and apply the strategies and thinking they have learned throughout the course to organise and take action. They will be expected to evaluate work done on their action project and reflect upon the experience. Upon completion, students produce an individual submission on their Action Project in an *Action Project Journal* in a format prescribed by the SEC.

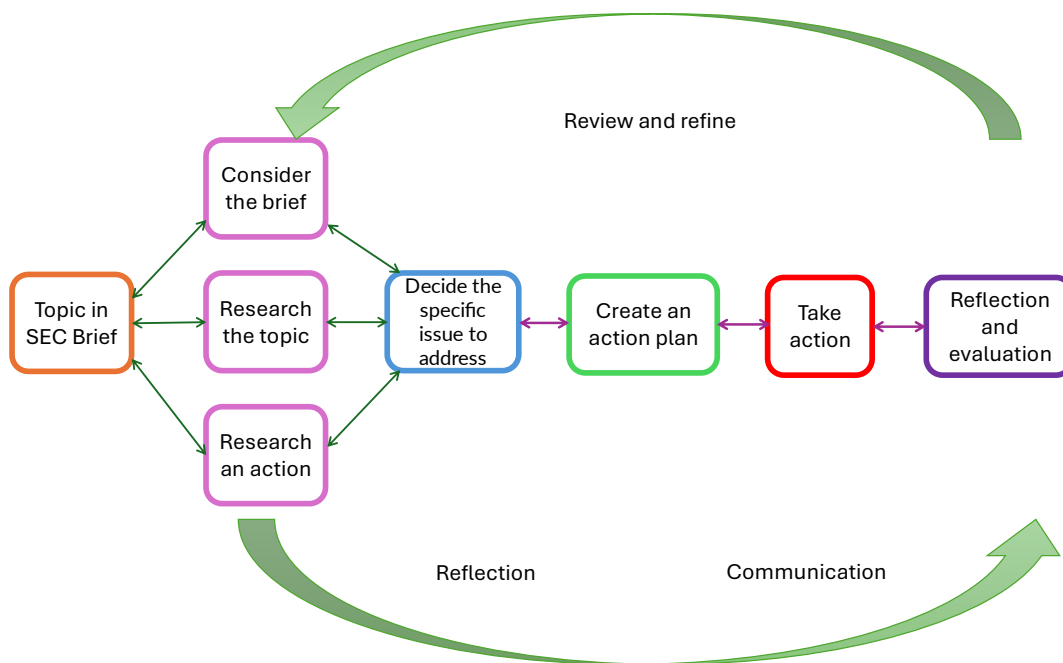


Figure 1. Overview of the process for completion of the Action Project

Process for the completion of the Action Project

The Action Project is designed to naturally integrate into everyday teaching and learning in classrooms. Through their study of Leaving Certificate Climate Action and Sustainable Development, students have frequent opportunities to develop knowledge, skills, values and dispositions that are applicable to the completion of the Action Project. These opportunities include engagement with the four ALTs. The ALTs are a lens through which students can experience some of the learning in the other three strands of the specification. During these tasks, students learn a variety of skills including facilitation, research, engagement with data, planning, designing, and evaluating actions. Through their engagement with the learning outcomes of the specification, students also develop an understanding of the nature of action, and what effective action entails. All of this contributes to students' understanding of, and engagement, with the Action Project.

It is envisaged that the Action Project will take up to 20 hours to complete. The timing of the release of the brief by the SEC, along with the broad window of completion, allow for teachers and students to plan for engagement with the Action Project in a manner that integrates with how the learning outcomes of the specification are being experienced.

Before students begin to engage with the brief, they should be given opportunities to develop the knowledge, skills, values and dispositions they will need and use for the Action Project. This is best achieved when teachers integrate the ALTs into their teaching and learning of various topics. Completing the tasks on different topics, even those unrelated to the brief, is encouraged as this will assist students in being able to transfer the knowledge, skills, values and dispositions they develop. Students may also wish to extend or modify learning from their ALTs to align with the topic in the brief. This work can begin from Year 1 term 1 before the brief issues, and after the brief has been considered, as schools have a high level of autonomy in deciding when the Action Project should be carried out.

The following sections set out the stages involved in the process for completion of the Action Project. These stages detail the likely order that students will follow as they progress through the Action Project. While students may collaborate with others in carrying out certain aspects of their Action Project, their *Action Project Journal* will be submitted and assessed individually. Given the iterative nature of the process, students may move forward and backward between different stages as they reflect upon, refine, and develop their work. An indicative timeline for the completion of each stage is included in the relevant section for each stage. The length of time needed to complete each stage will depend on the nature of the brief in any given year.

Stage 1: Considering the brief

The brief from the SEC will contain a topic related to an area of learning in the specification that becomes the focus for the Action Project. Students will pick an issue within the topic that they will focus on. In the first instance, students will consider the topic in the context of the brief and what they already know from their engagement with the subject, their understanding of the topic from their interests in school and/or beyond, and their awareness of the topic in wider society. They will then consider what sources they might use to find out more information about the topic. It is envisaged that this stage should take up to one hour.

Stage 2: Researching the topic in the brief

Having considered the topic and the requirements of the brief, students will carry out background research into the topic. It is envisaged that this stage should take up to one hour. They will familiarise themselves with the topic and its importance in the subject. They will identify some examples of action taken by others in relation to the topic and choose one of these actions to investigate in more detail. The following prompt questions may assist students in their research of the topic:

- What do I want to know about the topic?
- What do I already know about the topic?
- What do I need to know?
- Where can I find out more?

Stage 3: Researching an action taken by others

Students will individually research an action taken by others. It is envisaged that this stage should take between 1-2 hours. The action chosen for research should be specific and relevant to the topic in the brief. The research into action taken by others might include exploring where and when the action took place, why the specific action was chosen, how it was carried out, etc. Students will consider whether or not the action was successful in achieving the aim and will reflect on the relevance of what they have found out for their own Action Project.

Through their research, students will clarify how the action pursued addresses a root cause(s) of an issue related to the topic in the brief. They will identify strategies used by others in taking action to engage with the same or similar issue they are choosing as the focus for their Action Project. This will support students in selecting strategies they may wish to pursue in the design of their action plan.

In conducting their research, students will gather evidence from a variety of valid and reliable sources such as reputable websites, articles in newspapers, journals or magazines, or any other appropriate source. Sources could include findings from reports, oral testimony, local knowledge, field observations from the local community, secondary data and observations taken from events and field trips. It is important for students to record the details of the sources of information in order to assess their reliability and quality (relevance, accuracy and bias) and to ensure the sources of information used can be appropriately referenced in their *Action Project Journal*. More information on referencing of sources can be found in Appendix 2.

Good research practice involves reviewing, summarising and evaluating evidence from different viewpoints. This allows an informed and justified opinion to be made. Students are expected to conduct research in a responsible, safe and ethical manner and to avoid plagiarism.

Stage 4: Deciding the specific issue to address

Now that students know more about the background and have looked specifically at an action taken by others in relation to the topic, they will decide on an issue they wish to address through action. It is envisaged that this stage should take between 1-2 hours. Firstly, they will consider the bigger picture in relation to the issue and their vision for how the future is improved once this issue has been addressed. The following prompts may help students in deciding the issue they wish to focus on:

- What is my vision for how this issue will be addressed?
- What is currently preventing the issue being addressed?
- How did it get to be like this?
- How does this issue relate to the topic in the brief?
- How do others feel about the issue? How do I feel about it?
- What exactly do I want to work towards?

At this stage, students should be starting to formulate ideas around what action they wish to take to address the issue. Great care is needed in the selection of an issue to address. Students will need to be able to justify how the issue they wish to address is aligned with the topic and the requirements of the brief and is something they will try to achieve through action.

Stage 5: Creating an action plan

Once the issue to address has been decided and the student has a vision they wish to work towards, they will set specific objectives and will consider how to go about achieving them. This stage involves the planning for the student's action. It is suggested that students should develop an action plan to assist them in this planning. An action plan would not be for submission to SEC but could also assist students when developing their *Action Project Journal*. It is envisaged that this stage should take between 3-5 hours. Students should consider the background and context of their Action Project, including the setting involved. To assist in their planning the following suggested prompts may be helpful for students:

- Where is my action being carried out and over what time period?
- What are the specific objectives of my action plan?
- How is my action plan linked to my previous research?
- What tasks are needed to achieve these objectives?
- Who is involved in carrying out each task?
- Who does each task target? Which audience(s)?
- What resources/skills are required?
- What is the timeline to complete each task?
- How will I monitor and record my progress?
- What type of evidence will I gather to show the impact of the action?
- How will I gather this evidence?

Teachers should be aware of the actions students are planning in order to advise if any issues relating to access, health and safety, consent and data protection may arise. Students may require some form of approval to pursue their chosen action, for example, from their teacher, school, community organisation, businesses, or other organisations or groups they are engaging with. In some cases, students may require approval or consent to work with people and this may need to be supported and guided by the teacher.

If the action involves carrying out tasks outside of school hours or beyond school grounds, students should ensure they have all necessary permissions and abide by all ethical and safety guidelines agreed in consultation with the school. Any work being completed beyond school settings and away from the supervision of the teacher must be authenticated by the teacher through ongoing review of student work in combination with oversight of the aspects of the work done in school.

Stage 6: Taking action

Once their plan is ready, students will go about enacting the plan to respond to the topic and the requirements of the brief. It is envisaged that this stage should take between 6-10 hours. As students carry out their action, it is important to keep notes or records of the process to support an authentic understanding of how the action progressed. This will aid students in ongoing decision making, as well as supporting evaluation and reflection.

Examples of items students may keep as notes or records include:

- sources and summaries of background information
- initial and refined questions guiding the actions
- data collection methods used, if required
- notes of any key decisions and actions
- student reflections
- mistakes made and decisions for improvement
- any adjustments to the original plan with justification.

These notes, records, etc. are not for submission to SEC but will be useful for the student when developing their *Action Project Journal*. Some may be useful as pieces of evidence of the work they did and for reflecting upon and evaluating the project. They will also be useful for the teacher in authenticating the work as being that of the student. The teacher can ask for work to be shared by students at regular intervals throughout the Action Project, supporting the teacher in the ongoing process of authentication of student work.

It is essential for students to capture forms of evidence throughout the Action Project. Depending on the type of action they take, the evidence or type of evidence gathered may differ. Any evidence gathered should ensure privacy and comply with best practices around data protection. The entire process involved in completing the Action Project will be subject to the school's data protection protocols, including GDPR.

Some actions may involve gathering of data in different ways. Students should, with the support and guidance of their teacher, gather data safely and responsibly and through using appropriate equipment and sources. If students are collecting data beyond classroom settings and away from the supervision of their teacher, they must provide sufficient evidence to satisfy their teacher that the work is their own and was conducted in a responsible, safe and ethical manner.

Students may adjust their original action plan while carrying out their action. This could be for various reasons, such as emerging opportunities, new insights from research and/or data collection. Any decisions made to change from the original action plan should be documented in their notes and records and justified to support their reflection. Whilst students will carry out an evaluation of their Action Project at the end, reflective practice should be employed throughout every stage of the process. This reflecting in action and on action, throughout their Action

Project, allows students to continually check their biases, identify adjustments necessary and make those adjustments. It also helps students to continually strive towards inclusive decision making by constantly reflecting on their values and the values of others they engage through their action.

Stage 7: Reflection and evaluation

Once the action has been completed, students will look back over their notes, review their results and reflect on the process individually. It is envisaged that this stage should take between 2-3 hours. They should reflect on the outcomes of their action project in relation to the topic and requirements of the brief. Combining knowledge and understanding gained from their research and conducting the action, they should reflect upon and evaluate the project considering areas such as:

- the degree to which the action was successful in addressing the chosen issue and working toward their chosen vision
- any adjustments made to the original action plan and reasons for those adjustments
- any limitations or restrictions that were discovered after reflecting on the action that was taken
- how the Action Project could be improved if they were to do it again (this could relate to research, planning or taking the action)
- significance of the project for issues related to climate action and sustainable development
- any impacts of the outcomes of the project on the values of the student, or on the behaviours of others, relating to the topic in the brief
- how they benefited from and/or improved their knowledge, skills, values and dispositions in carrying out their action.

Stage 8 Finalising the Action Project Journal

Students will submit evidence of learning in a digital *Action Project Journal*. Whilst students will follow a process for research, planning, designing and carrying out their action, the Action Project is assessed through the contents of the *Action Project Journal* alone. Work on writing up the *Action Project Journal* can begin from the start of the process. It is envisaged that students will develop the sections of the journal as part of an iterative process with reflection assisting them in the editing of what they may already have written. The *Action Project Journal* should provide an authentic account of how the experience of carrying out the Action Project has unfolded, including any anticipated or unanticipated outcomes.

Once all other stages are complete students should finalise their digital *Action Project Journal* so that it is an accurate account of the work they did as part of their Action Project and complies with all requirements of the brief.

Format and Submission of the Action Project

Students will be required to develop and submit an *Action Project Journal* as part of their Action Project. The *Action Project Journal* will be presented in a digital format prescribed by the State Examinations Commission (SEC).

All work completed as part of the Action Project must be concluded by a set date. This date will be set by the SEC and communicated to schools and will also be included in the brief that issues in term 2 of Year 1 of the course.

The *Action Project Journal* must be submitted in line with instructions provided by the SEC. These instructions will contain specific information, such as the word count, number of images permissible, the required structure and section headings, file size, etc.

Students may choose to support, clarify or provide evidence of either the process or outcomes of their Action Project through the use of images such as illustrations, sketches, graphs, charts, tables, photographs, etc.

Students are required to engage in referencing to acknowledge the use of any work included in their project that is not their own. Details on referencing and using references can be found in Appendix 2.

It is extremely important that all of the work submitted by students for assessment is their own. The submission of work by any student not entirely completed by that student is a significant breach of regulations. Submitting such work may lead to the imposition of penalties, up to and including the withholding of related results.

A robust authentication process is central to ensuring the integrity of any assessment process. School-based authentication by teachers of students' work on their AAC is essential to the fair and equitable assessment of that work. While it is neither practicable nor necessary for teachers to witness all aspects of students' work, teachers need to be satisfied that students have carried out the work themselves. Regular, comprehensive engagement with each student's work on their AAC will enable teachers to confidently and legitimately authenticate any work being submitted for assessment.

The SEC provides detailed guidance on the authentication of coursework and the conditions for its acceptance. Information as to how this applies in the case of the Action Project will be provided in the brief, and also in other documentation which may be issued by the SEC.

Descriptors of Quality

The descriptors below relate to the learning achieved by students at Ordinary and Higher level in the Action Project. In particular, the Action Project requires students to engage with:

- Planning and conducting the action
- Communication
- Reflection.

	Students demonstrating a high level of achievement	Students demonstrating a moderate level of achievement	Students demonstrating a low level of achievement
Planning and conducting the action	engage thoroughly with the concepts within their chosen action, consider multiple interconnected systems and evaluate a wide range of reliable sources to inform how they plan for, design and carry out the action. The strategies for taking effective action are appropriate, justified, chosen and employed.	have a good engagement with the concepts within their chosen action, consider a variety of perspectives and use a range of reliable sources to inform how they plan for, design and carry out the action. Strategies for taking action are chosen and employed.	have a limited engagement with the concepts within their chosen action, consider few perspectives as they plan for, design and carry out the action. Strategies for taking action are not chosen.
Communication	communicate throughout the process in the most clear and appropriate forms, demonstrating an awareness of and responsiveness to the audience(s) they wish to impact and engage. Consistent and coherent language and terminology is used in high quality presentation of information.	communicate the outcomes of their project clearly and in a variety of forms, taking into account the impact of their communications on audience(s). Moderately consistent and coherent language and terminology is used in good presentation of information.	use unclear forms of communication of the outcomes of their project. Inconsistent and incoherent language and terminology is used in limited presentation of information.
Reflection	engage in considered reflection throughout the project, locating the process and experience of completing the project within broader issues relating to climate action and sustainable development.	reflect on how the process and experience of completing the project relates to climate action and sustainable development.	make limited links between how the process and experience of completing the action project relates to climate action and sustainable development.

Table 1. Descriptors of Quality: Action Project

Role of the teacher

The teacher has an important role to play in supporting and supervising student work on the Action Project. Teaching and learning related to the additional assessment component should be integrated into ongoing classroom practice to maximise opportunities for students to achieve the learning outcomes of the specification and support the development of key competencies. Engagement with the Applied Learning Tasks (ALTs) of Strand 4 is pivotal to students' readiness to carry out their Action Project.

The release of the brief by the SEC in term two of year one allows teachers to signpost the requirements and content of the brief from an early stage of learning in the subject. It will also facilitate teachers in planning for the integration of the Action Project, as appropriate, into the natural flow of teaching and learning in the classroom.

Support may include:

- clarifying the requirements of the Action Project brief
- helping students to understand how the brief issued by the State Examinations Commission for the Action Project links to the Climate Action and Sustainable Development specification
- identifying any particular areas of the specification that students may need to engage with in order to undertake the Action Project
- ensuring students are aware of the descriptors of quality associated with the Action Project
- offering prompt questions, such as those supplied on p.12 in Appendix 1, to stimulate and support students' planning and critical thinking throughout the process
- encouraging students to focus on the requirements of the brief and to relate their work to the learning outcomes in the specification
- guiding students in the continued development of their research skills
- helping students to appreciate the importance of good referencing practices and the necessity to avoid any form of plagiarism
- facilitating access to appropriate resources
- providing appropriate access arrangements for students with additional learning needs, in accordance with the State Examinations Commission provision of reasonable accommodations
- making students aware that they must comply with any relevant mandatory regulations or requirements such as those relating to health and safety, General Data Protection Regulations (GDPR), accessing public or private property etc.
- using feedback appropriately to promote a reflective approach to work on the Action Project

- providing instructions at strategic intervals to facilitate the timely completion of the Action Project
- drawing students' attention to any requirements in relation to the submission of the *Action Project Journal* specified in the brief
- promoting opportunities afforded by the Action Project to develop Senior Cycle key competencies.

In order to facilitate the authentication process, teachers should engage regularly with students' work on the Action Project.

Teachers should be aware that only work which is the student's own can be submitted for assessment to the State Examinations Commission and that each student must submit their work on an individual basis.

The feedback provided to students should be general and nondirective in nature. Teachers should not provide any excessive or inappropriate support to students, such as editing draft work or providing model text or answers to be used in the students' *Action Project Journal*.

Appendices

Appendix 1: Suggested prompt questions to support students in the process for completion of the Action Project

Researching the brief

- What do I want to know about the topic?
- What do I already know about the topic?
- What do I need to know?
- Where can I find out more?

Researching an action taken by others

- What examples of actions taken by others will I consider?
- What specific action will I look at?

Deciding the specific issue to address

- What is my vision for how this issue will be addressed?
- What is currently preventing the issue being addressed?
- How did it get to be like this?
- How does this issue relate to the topic in the brief?
- How do others feel about the issue? How do I feel about it?
- What exactly do I want to work towards?

Creating an action plan

- Where is the action being conducted and over what time period?
- What are the specific objectives of my action plan?
- What tasks are needed to achieve these objectives?
- Who is involved in carrying out each task?
- Who does each task target? Which audience(s)?
- What resources/skills are required?
- What is the timeline to complete each task?
- How will progress be monitored and recorded?
- What type of evidence will I gather to show the impact of the action? How will I gather this evidence?

Appendix 2: Guidelines to support referencing

Referencing is an important aspect of the AAC as it allows those reading the *Action Project Journal* to better engage with the content and to verify the information provided in the reference. It is the most appropriate way for students to acknowledge the source of any information, ideas, material or images not their own which they have included in their AAC.

Referencing allows students to provide evidence of the research they have engaged in, it helps to support and give weight to arguments and conclusions, and it can be used to demonstrate that different perspectives have been considered and explored by the student.

Students should engage in referencing both within the body of their work (in-text citation) and also in the reference section of the *Action Project Journal*. The use of in-text citation provides a direct link between what students write and the research on which their work is based.

Example:

A student using material from page 57 of the book *Inclusion: effective practice for all students?* would use the in-text citation (p. 57, McLeskey, 2013) and then go on to also add details to the list of references as McLeskey, J. (2013) *Inclusion: effective practice for all students?* 2nd edn.

In the reference section of their document, students should provide the appropriate details of any sources they have used during the course of their Action Project such as:

- books, newspapers, magazines
- professional journals and government reports
- online sources including videos, podcasts etc.
- material from specialist organisations and relevant individuals
- material generated by artificial intelligence (AI) software and AI applications. Specific information will be issued around this in the AAC brief and in related documentation from the SEC.

The reference section is not included in the word count. Comprehensive referencing helps to show that students have engaged in honest and ethical research practices and have avoided plagiarism. Referencing should be as specific as necessary to communicate the particular research source, such as a page number or chapter in a book, a section in a website, timestamp on a podcast or video etc.

Plagiarism is a serious offence and occurs when work other than the student's own is used without clear acknowledgement of the source of the work. This includes the use of material generated using artificial intelligence (AI) software or AI applications. Direct copying of material from any source without proper acknowledgement is not permitted and may incur penalties, up to and including the withholding of related results.

When referencing the sources students used in their *Action Project Journal*, they should ensure that, regardless of the type of source, there is enough accurate detail to enable the reader to authenticate the reference. No particular, formal style of referencing is required.

How students should reference different sources

- Where students are citing written sources or information in print, they should give the author’s name, the title of the publication, year of publication, and, if necessary, the page number or chapter/section of the publication.
- Where students wish to refer to an internet site or online source, there should be enough accurate detail to enable the reader to authenticate the reference, including the hyperlink and date read or downloaded.
- Where students have used material generated by artificial intelligence (AI) software and AI applications this must be acknowledged. The reference should include the name of the AI tool used, the date the content was generated and provide a brief explanation of how it was used. Many Generative AI tools generate shareable URLs that set out the content of chat sessions that took place. Where such a tool has been used, the URL should be included in the list of research sources. Where an AI tool does not generate a sharable URL, student should include the name of the tool, and the prompt used.

Examples of in-text Citations for different types of sources
Book: (p. 57, McLeskey, 2013)
Newspaper/magazine article: (Hearne, J., 30/08/2024)
Text/image accessed online: (thelatinlibrary.com/101/RhetoricalDevices)
Audio accessed online: (Ep. 10, rte.ie/radio/podcasts/22093250)
Video accessed online: (3:20 to 5:45, youtu.be/yCv4iyPqZKQ)
AI Tools (with shareable url): (chat.openai.com/share/f45a1e23-2217-4443-a244-d56ab26ae940)
AI Tools (without shareable url): (OpenAI (2023) ChatGPT, 20/10/2023)

Examples of references for different types of sources
<p>Book in list of references: McLeskey, J. (2013) <i>Inclusion: effective practice for all students?</i> 2nd edn.</p>
<p>Newspaper/magazine article Hearne, J. (30/08/2024) 'How bad driving habits cost Irish motorists hundreds every year', Irish Examiner</p>
<p>Text/image accessed online Latin Library, Principal Rhetorical and Literary Devices, (date written not available), http://www.thelatinlibrary.com/101/RhetoricalDevices.pdf, Date accessed: 17/6/24</p>
<p>Audio accessed online Philip Boucher Hayes, RTE, Hot Mess – Megawatts and Megabytes, Podcast, date created: 30/5/24, https://www.rte.ie/radio/podcasts/22093250-ep-10-megawatts-and-megabytes/, Date accessed: 10/11/23</p>
<p>Video accessed online ApintTurtle, Zig & Zag – Christmas crises, Film, date created 20/12/2008, http://youtu.be/yCv4iyPqZKQ, 12/12/14, from 3 minutes 20 seconds to 5 minutes 45 seconds.</p>
<p>AI Tools Example with shareable URL generated by the AI Tool: OpenAI (2023) ChatGPT (Oct. 20 version) [Large language model], accessed 20 October 2023. https://chat.openai.com/share/f45a1e23-2217-4443-a244-d56ab26ae940</p>
<p>AI Tools Example without shareable URL OpenAI (2023) ChatGPT (Oct. 20 version) [Large language model], accessed 20 October 2023. Prompt used and text generated.</p>



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