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Guidelines to support the Additional Assessment Components in Leaving Certificate Construction Technology

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Contents

INTRODUCTION	1
ASSESSMENT FOR CERTIFICATION IN LEAVING CERTIFICATE CONSTRUCTION TECHNOLOGY	2
OVERVIEW OF THE EXPLORING THE CONSTRUCTED ENVIRONMENT COMPONENT	3
PROCESS FOR THE COMPLETION OF THE EXPLORING THE CONSTRUCTED ENVIRONMENT COMPONENT	5
Stage 1: Explore and Investigate	6
Stage 2: Design Solution	7
Stage 3: Plan of manufacture	8
Stage 4: Manufacture.....	9
Stage 5: Evaluate and Reflect.....	10
FORMAT AND SUBMISSION OF THE EXPLORING THE CONSTRUCTED ENVIRONMENT COMPONENT	11
Descriptors of Quality	12
ROLE OF THE TEACHER	13
OVERVIEW OF THE CRAFT SKILLS ASSESSMENT	15
PROCESS FOR THE COMPLETION OF THE CRAFT SKILLS ASSESSMENT	16
Stage 1: Interpret drawings	16
Stage 2: Mark out materials	17
Stage 3: Demonstrate proficiency in Manual Craft, Power Tool and Machine Skills.....	18
Stage 4: Assemble components.....	19

FORMAT AND SUBMISSION OF THE CRAFT SKILLS ASSESSMENT	20
Descriptors of Quality	21
ROLE OF THE TEACHER	22
APPENDIX 1: PROMPT QUESTIONS TO SUPPORT STUDENTS IN DEVELOPING DESIGN AND MANUFACTURING COMPETENCIES	23
APPENDIX 2: GUIDELINES TO SUPPORT REFERENCING	25

Introduction

This document, *Guidelines to support the Additional Assessment Components (AACs) in Leaving Certificate Construction Technology* provides:

- details of the nature and scope of the Exploring the Constructed Environment component and the Craft Skills Assessment as outlined in the curriculum specification for Leaving Certificate Construction Technology
- guidance for schools, teachers, and students on undertaking, completing and submitting the Exploring the Constructed Environment component and the Craft Skills Assessment
- information on the role of schools and teachers in supporting students with both AACs
- descriptors of quality for the Exploring the Constructed Environment component and the Craft Skills Assessment.

These guidelines should be used in conjunction with the curriculum specification for Leaving Certificate Construction Technology which can be accessed at

<https://www.curriculumonline.ie/senior-cycle/senior-cycle-subjects/construction-studies/>.

A brief for the conduct of the Exploring the Constructed Environment component will be published annually by the State Examinations Commission (SEC) in term 1 of year 2.

A prescribed task for the conduct of the Craft Skills Assessment will be published annually by the SEC in term 3 of year 2.

Assessment for Certification in Leaving Certificate Construction Technology

Assessment for certification is based on the rationale, aim and learning outcomes of the Leaving Certificate Construction Technology specification. There are three assessment components: a written examination and two additional assessment components, Exploring the Constructed Environment and a Craft Skills Assessment. The written examination will be at higher and ordinary level. The Exploring the Constructed Environment component will be based on a common brief, while the Craft Skills Assessment will be based on a prescribed task. Each component will be assessed at the level at which the student sits the final written examination. Each component will be set and examined by the SEC.

Table 1: Overview of assessment for certification

Assessment component	Weighting	Level
Exploring the Constructed Environment	30%	Common Brief
Craft Skills Assessment	20%	Common Prescribed Task
Written examination	50%	Higher and Ordinary Levels

Overview of the Exploring the Constructed Environment component

The *Exploring the Constructed Environment* component provides an opportunity for students to apply evidence of their learning across all strands of the specification. Students complete a design folio and an artefact in response to a broad thematic brief relating to the constructed environment. The brief is issued in term 1 of year 2, which are submitted to the SEC for marking in Year 2.

This component requires students to investigate, design, plan, create a solution, and evaluate the solution in response to the brief. Throughout, they apply the knowledge, skills, values, and dispositions developed during the course to produce a coherent and relevant design folio and artefact.

In completing this component, students engage in an iterative process to develop an individual response to the thematic brief. The graphic below illustrates 'My Design Journey,' a design process that may support students in completing the component by mapping the stages involved in presenting a final design folio and artefact, in response to a brief.

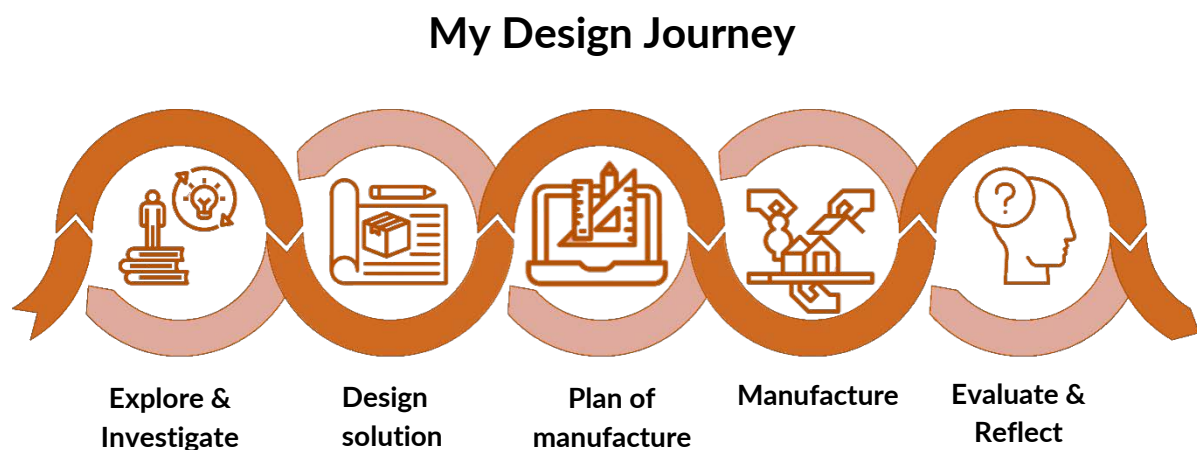


Figure 1. Overview of a design process for the completion of the Exploring Constructed Environment Component

The thematic brief will require students to demonstrate evidence of learning by exploring and addressing aspects of the specification through research, the development of a design solution, planning its manufacture, producing a physical artefact, and evaluating their learning. The design folio records and communicates the research, design, and evaluation process, complementing the final physical artefact.

The senior cycle key competencies of thinking and solving problems, being creative, communicating, and managing learning and self, will be developed through the student's engagement with their design journey in the component.

The SEC thematic brief will set out the requirements of the AAC each year. It will also support teachers in planning for teaching, learning, and assessment to support students in focusing on the knowledge, skills, values and dispositions that will be required to complete the AAC. Upon completion, students will prepare their submission in accordance with the requirements set out in the Leaving Certificate Construction Technology SEC brief.

Process for the completion of the Exploring the Constructed Environment Component

The Exploring the Constructed Environment component is designed to naturally integrate into the flow of learning and teaching, exploiting its potential to be motivating for students. Engagement with this component also supports students to see the relevance of the constructed environment in their lives.

Throughout 5th and 6th year, students develop a holistic understanding of the constructed environment, sustainable construction, ethical considerations, and design practices, all of which enhance their engagement with and deepen their understanding of the component.

It is envisaged that the Exploring the Constructed Environment component will take up to 35 hours to complete. The timing of the SEC's release of the brief, along with the broad completion window, enables teachers and students to plan their work in a way that aligns with how students are experiencing the learning outcomes of the specification.

The Leaving Certificate Construction Technology specification highlights that students learn best through active, hands-on, and problem-based approaches that encourage direct interaction with materials, tools, and the constructed environment. Offering diverse, hands-on tasks allows students to apply theoretical knowledge, build skills in investigation, design, creation, and evaluation, and value the significance of the constructed environment in real-world contexts.

'My Design Journey' sets out the stages of engagement with the Exploring the Constructed Environment component. These stages outline a logical sequence that students will follow as they progress through their design journey. Given the iterative nature of the design process, students may move forward and backward between different stages as they reflect upon, refine, and develop their final solution. Where appropriate, an indicative timeline for the completion of each stage is provided in the relevant section. The actual length of time to complete each stage will depend on the nature of the brief in any given year and the nature of the individual student response and solution.

To further support students, Appendix 1 includes prompt questions to support students in developing design and manufacturing competencies throughout 5th and 6th year.

Stage 1: Explore and Investigate

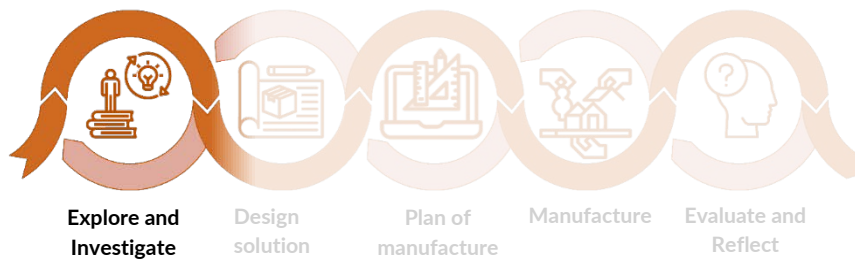


Figure 2. Stage 1: Explore and Investigate

The brief issued will be broad in nature and will present an opportunity for individual creative interpretation by students. Students will need to interrogate the brief and identify areas within it where they may wish to carry out further research and investigation. It is then envisaged that students will formalise a statement defining the purpose of their project, which will provide direction for their response to the brief.

Students are encouraged to explore a range of potential options before identifying their final focus or direction. The direction that a student pursues could align with their interests, strengths, and available resources. It is important that students have a clear vision of what they hope to achieve with their project, and teachers should emphasise this while offering guidance.

Having identified their focus or direction, students are encouraged to research and investigate this area. Primary research plays a vital role in developing deep, meaningful learning in relation to the constructed environment. Using primary sources such as site visits or observing the constructed environment, recording details through sketching, measuring, photographing, experimenting, and testing, provides students with valuable hands-on learning experiences that support their engagement with the project. Secondary research is also valuable; however, it should relate directly to the student's chosen focus or direction of study. The individual investigation and research are most effective when presented in a logical and applied manner, demonstrating its relevance to their focus.

After completing their research and investigation, it is recommended that students reflect on and assess their findings to develop conclusions based on their work. These conclusions will then serve as the foundation for the next stage of their design journey. The focus of their project may change or deviate as the student progresses through their design journey. Any changes should be supported by a clear rationale that helps achieve the desired outcomes.

Teachers may facilitate a class-based discussion on the theme outlined in the brief to support students in conducting their initial background research.

It is envisaged that this stage should take between 4-5 hours.

Stage 2: Design Solution

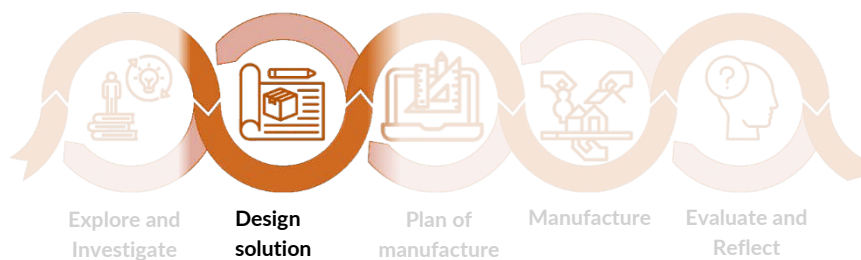


Figure 3. Stage 2: Design solution

After identifying findings and drawing conclusions from their investigations and research, students will generate design solutions based on their chosen direction. Throughout this process, students should illustrate their design journey in a manner that suits them best. This can include freehand sketching, model making, CAD, or any other appropriate method to communicate their design ideas. Using design thinking strategies, students will create practical solutions based on the conclusions drawn from their earlier research.

Students should use a variety of graphical presentation skills, along with reflective commentary on their design decisions, to communicate their thought processes throughout this stage. The final design solution should be presented graphically, and students should justify their design decisions that led to it. Together, the final design solution and the reflections that informed it represent the complete outcome of the design thinking process. It can be achieved in various ways, depending on the skills and experiences of each student. Students should consider all aspects of the brief and ensure their proposed work aligns with their ability, experience, and time available.

It is envisaged that this stage should take between 4-5 hours.

Stage 3: Plan of manufacture

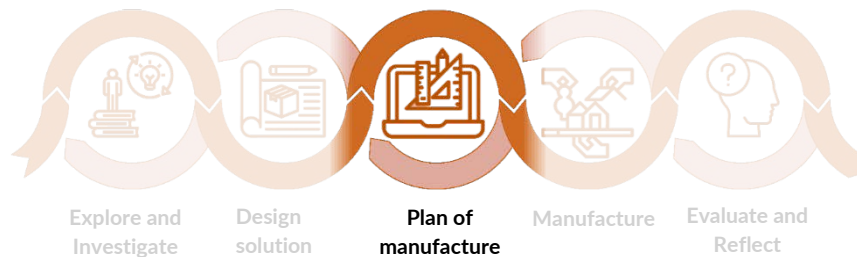


Figure 4. Stage 3: Plan of manufacture

Once the design solution has been refined and finalised, the next stage is to prepare and plan for the manufacture of the designed artefact. Students are encouraged to begin planning how they will manufacture their final design solution. Decisions regarding the selection of materials, jointing, processes, use of fixtures and fittings, assembly, finishing, and the presentation of the final artefact should be made prior to manufacture, where appropriate.

It is recommended that students communicate all the required design detailing necessary to produce their artefact. Working drawings, whether hand-drawn or created using CAD, along with sketched solutions, prototype models, cutting lists, or other suitable methods, can be used to communicate the detailing relevant to the nature of the project. The use of annotations or notes are useful to communicate design detailing in sketches or drawings.

Time management should be carefully considered to ensure the artefact can be completed within the allocated timeframe and submitted by the deadline. Students are encouraged to share and agree on their proposed solution and manufacturing timeline with their teacher. It is important that teachers are aware of the artefact each student intends to manufacture, in order to identify any potential issues related to material or equipment availability, health and safety considerations, and artefact storage.

It is envisaged that this stage should take between 2-3 hours.

Stage 4: Manufacture

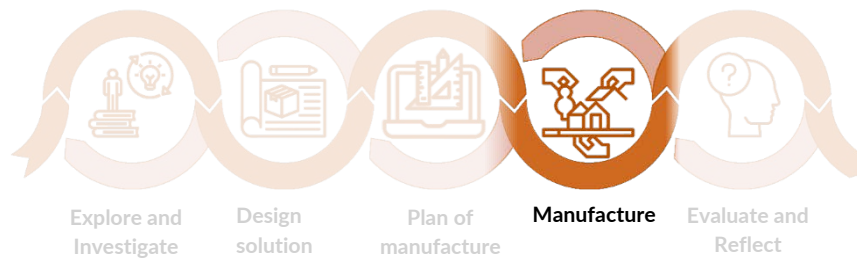


Figure 5. Stage 4: Manufacture

Having completed the planning and considered the design decisions for their final design solution, students should begin the manufacture of their artefact. Depending on their chosen direction or focus, this stage may involve the use of a range of materials. Regardless of the materials selected, students will demonstrate craft skills they have developed, applying appropriate techniques with precision and consistency, while following health and safety protocols at all stages of manufacture.

The final artefact should reflect a broad range of learning developed through their study of Construction Technology. The completed artefact should clearly demonstrate the student's understanding of the materials and processes used. The student should also aim to demonstrate the full extent of their practical skills when responding to the thematic brief.

The manufacturing stage must be completed within the Construction Technology classroom, under the supervision of the teacher. Direct intervention by the teacher should be limited to cases where unsafe practices are observed. This stage forms a critical part of the ongoing authentication process. It is essential that the teacher is satisfied that the work has been completed by the student and that it aligns with the research and planning previously shared during earlier stages of the project.

It is envisaged that this stage should take between 18-20 hours.

Stage 5: Evaluate and Reflect

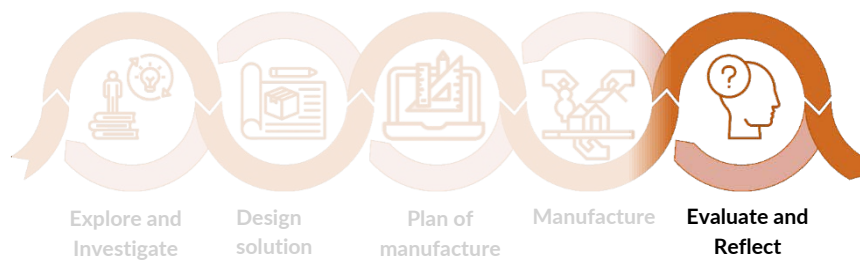


Figure 6. Stage 5: Evaluate and Reflect

After finalising their design and completing the manufacture of their artefact, students are encouraged to evaluate their design solution (both the folio and the artefact) and reflect on their learning throughout the entire design journey. It is important that they consider some of the following in evaluating their project:

- Does it meet the SEC thematic brief?
- Does it meet their chosen focus or direction for the project?
- How effective was their research and planning?
- What was the quality of their execution in producing the design folio and in manufacturing of the final artefact?
- What is the quality of the finish presented in their design folio and artefact?
- How has this project improved their knowledge and understanding of the constructed environment?

Students are encouraged to reflect on the decisions made throughout each phase of the project, including investigating, planning, developing, and manufacturing their artefact. It is recommended that they evaluate how effective these decisions were in contributing to the success of the final outcome. Finally, students are advised to consider what they have learned throughout the entire design process.

Having worked iteratively through these stages, students will have gained knowledge, skills, and experience, both in the context of the constructed environment and in their personal development. They are encouraged to analyse and review their successes, challenges, and key learnings, and consider how these can be applied to future projects.

This stage of the process may take students between 1-2 hours to complete.

Format and Submission of the Exploring the Constructed Environment Component

Students will be required to develop and submit a design folio and an artefact that reflects their learning journey for their Exploring the Constructed Environment component. The design folio will be submitted in physical form with their artefact in line with instructions provided by the SEC.

The Exploring the Constructed Environment component will commence in term 1 of Year 2 with the issuing of the SEC Thematic Brief. The thematic brief document will outline the instructions to students and teachers, the component brief, submission requirements, and the completion date for the submission of the design folio and artefact. The design folio and artefact must be submitted in line with instructions provided by the SEC.

The instructions will contain specific information, such as maximum page count, folio structure, and completion date. Students are required to engage in referencing to acknowledge the use of any work included in their submission 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 a student 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. 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 Exploring the Constructed Environment component 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 in the Exploring the Constructed Environment component. In particular, the component requires students to:

- Investigate
- Design
- Create
- Evaluate and reflect.

Table 2: Descriptors of quality: Exploring the Constructed Environment

	Students demonstrating a high level of achievement	Students demonstrating a moderate level of achievement	Students demonstrating a low level of achievement
Investigate	thorough investigation of the brief and context, with detailed research and deep exploration and understanding of key aspects.	moderate investigation of the brief with some research and with some exploration and understanding of key aspects.	limited investigation of the brief with minimal exploration and understanding of key aspects.
Design	develops a creative, functional design solution which displays excellent planning, innovation, and thorough consideration of the brief and context.	develops a functional design solution which displays some planning and innovation, and moderate consideration of the brief and context.	develops a basic design solution which displays limited planning and innovation with little consideration of the brief and context.
Create	creates a well-executed solution, exhibiting a high level of skills. Solution fulfils intended requirements with excellent attention to detail and quality.	creates a functional solution, exhibiting a moderate level of skills. Solution partly meets intended requirements with moderate attention to detail and quality.	creates a poorly executed solution, exhibiting a limited level of skills. Solution meets few intended requirements with limited attention to detail and quality.
Evaluate and reflect	provides a detailed, critical evaluation with insightful relevant reflection and clear recommendations for improvement.	provides some critical evaluation with moderate relevant reflection and some recommendations for improvement.	provides minimal evaluation with little reflection, and limited recommendations for improvement.

Role of the teacher

The teacher has an important role to play in facilitating, supporting, and supervising student work through the Exploring the Constructed Environment component. Teaching and learning related to this AAC should be integrated into regular classroom activities to maximise opportunities for students to achieve the learning outcomes of the specification and support the development of key competencies.

As previously stated, students begin acquiring the knowledge, skills, values, and dispositions needed for the Exploring the Constructed Environment component from the start of the course. Through ongoing engagement with the learning outlined in the specification, they develop the competencies required to complete their own unique response to the brief.

The release of the common brief by the SEC in term 1 of year 2 allows teachers to offer guidance and clarification regarding its requirements and content. It also supports teachers in planning how to integrate the Exploring the Constructed Environment component into regular classroom teaching and learning.

Support may include:

- clarifying the requirements of the Exploring the Constructed Environment thematic brief
- assisting students to understand how the SEC brief for the Exploring the Constructed Environment component relates to the Leaving Certificate Construction Technology specification
- identifying any particular areas of the specification that students may need to engage with in order to undertake the AAC
- ensuring students are aware of the descriptors of quality associated with the AAC
- offering prompt questions 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 craft skills and processing
- helping students to appreciate the importance of good referencing practices and the necessity to avoid any form of plagiarism
- facilitating access to appropriate materials and 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 AAC
- providing instructions at strategic intervals to facilitate the timely completion of the AAC
- drawing students' attention to any requirements in relation to the submission of the AAC specified in the brief
- promoting opportunities afforded by the AAC to develop Senior Cycle key competencies.

In order to facilitate the authentication process, teachers should engage regularly with students' work on the AAC. Teachers should be aware that only work which is the student's own can be submitted for assessment to the State Examinations Commission. It is important that each student takes an individualised approach to the AAC and submit a distinct and separate design folio and component.

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, providing model text or design folio templates, or processing component parts for project work intended to be used as evidence of student learning.

Overview of the Craft Skills Assessment

The *Craft Skills Assessment* provides an opportunity for students to show evidence of their learning and competence relating to their practical skills development. Each student will submit an individual response. The task will place emphasis on the appropriate use of materials, the effective use of hand tools, power tools, and machines, as well as precision and technical expertise in executing the task using pre-prepared materials. The graphic below outlines the stages involved in completing the Craft Skills Assessment. These stages illustrate the typical sequence students are expected to follow as they work through this component.

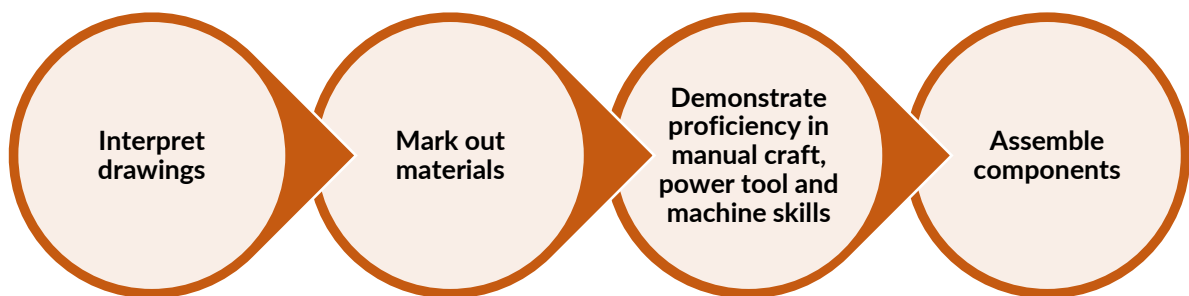


Figure 7. Overview of the process for completion of the Craft Skills Assessment

Students will also apply the key competencies developed through their engagement with Leaving Certificate Construction Technology, through opportunities for numerical reasoning, critical thinking, problem-solving, self-management, and effective communication as they complete this component.

The Craft Skills Assessment will be conducted in one uninterrupted three-hour examination session in term 3 of year 2. Students will complete this component in response to a prescribed task issued annually by the SEC. This prescribed task will set out the requirements of the AAC and will also support teachers in planning for teaching, learning and assessment to support students in focusing on the knowledge, skills, values and dispositions that will be required to complete the AAC.

This assessment must be completed in the Construction Technology classroom. Upon completion, submission will be in accordance with the instructions specified by the SEC.

To further support students, Appendix 1 includes prompt questions to support students in developing design and manufacturing competencies throughout 5th and 6th year.

Process for the completion of the Craft Skills Assessment

Students should be given opportunities during 5th and 6th year to develop the knowledge and skills needed to successfully engage with the Craft Skills Assessment. These skills include interpreting drawings and conventions, using hand craft skills, operating machines and power tools safely and effectively, and applying a range of essential processes related to the task.

Leaving Certificate Construction Technology specification highlights that students learn best through active, hands-on learning that supports students in developing their skills in interpreting drawings, marking out materials, executing craft skills, and assembling artefacts.

The timing of the prescribed task set by the SEC, allows teachers and students to plan for engagement with this assessment component.

Stage 1: Interpret drawings

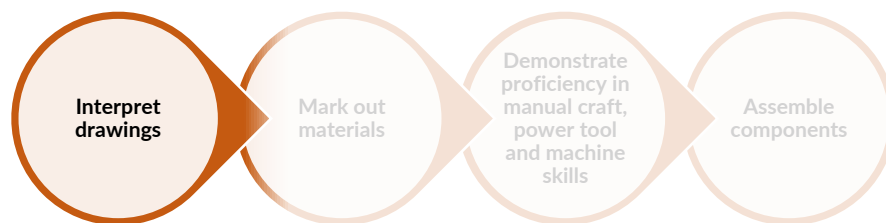


Figure 8. Stage 1: Interpret drawings

The SEC will provide students with dimensioned orthographic working drawings, including relevant additional and detailed views, to support their understanding of the task. These views are intended to aid in the visualisation and interpretation of the components, joints, and overall assembly needed for the assessment.

At this stage, students are encouraged to carefully examine the drawing views, identifying and interpreting all necessary dimensions, tools, and processes. Using the information provided, they will determine the most appropriate approach to completing the task.

This stage requires students to demonstrate their ability to accurately interpret and transfer measurements from 2D drawings to physical materials. It is recommended that students use the working drawing as an ongoing reference point, reviewing their progress regularly to ensure accuracy and consistency with the specified design requirements.

Stage 2: Mark out materials

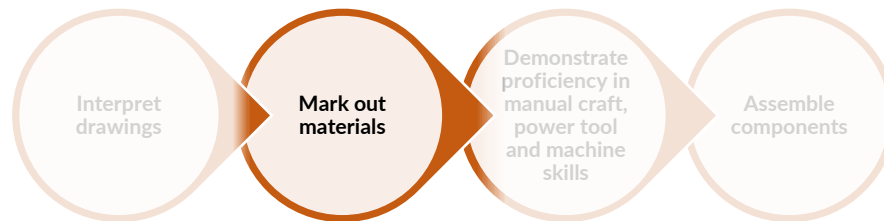


Figure 9. Stage 2: Mark out materials

Students will be provided with the necessary prepared materials, fixtures, and fittings for the assessment by their school. While the list of materials may change annually, it will consist primarily of red deal and a manufactured board. These materials will be prepared to the required width and thickness prior to the assessment. Each year the cutting list necessary for the task will be issued by the SEC in term 2 of year 2.

Using information interpreted from the drawing, students will transfer the required dimensions during the marking out the materials to complete the task. They will demonstrate their ability to select and use the correct tools and equipment to mark out the task accurately.

Drawing on their experience gained during 5th and 6th year in Leaving Certificate Construction Technology, students are encouraged to use a systematic approach when marking out each component, joint, detail, and related elements. It is recommended that students use the drawing as a reference to review the position and orientation of their components and dimensions prior to commencing the next stage.

Stage 3: Demonstrate proficiency in Manual Craft, Power Tool and Machine Skills

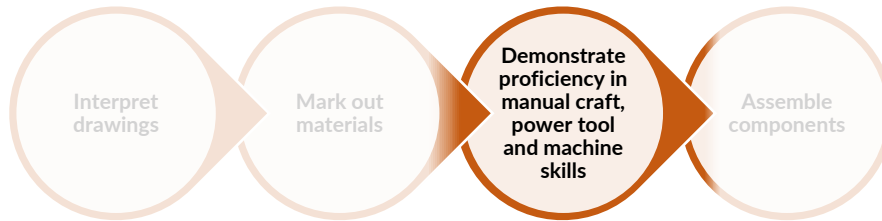


Figure 10. Stage 3: Demonstrate proficiency in Manual Craft, Power Tool and Machine Skills

After completing the marking out, students will select an appropriate method for processing the materials. For each feature marked out, students will select the appropriate tools, equipment, and techniques to process each element. Although the required equipment may vary from year to year, the assessment will include the use of equipment such as a cordless drill, mortice machine, scroll saw, and pillar drill. In the execution of these skills, students should demonstrate the safe use of tools and equipment and adhere to safety procedures.

The instructions issued annually by the SEC will specify the approved list of tools and machines permitted for use in the execution of the practical task.

Throughout this stage, it is recommended that students carry out the processing of materials in a systematic and logical sequence. It is important that they manage their time effectively while maintaining a focus on accuracy and quality of skills. Students are expected to demonstrate the skills they have developed, with careful attention to joint fit, and component accuracy. Students are encouraged to make regular use of appropriate measuring and marking out tools to verify the accuracy of their work.

Stage 4: Assemble components

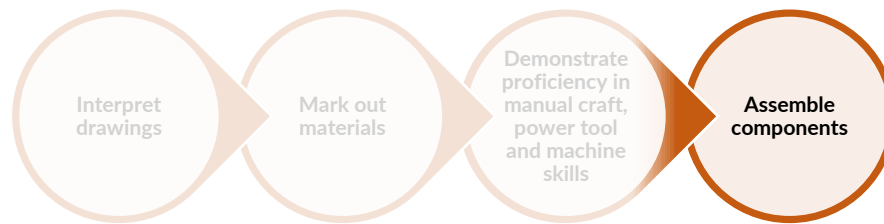


Figure 11. Stage 4: Assemble components

Once processing is complete, it is important for students to consider the order of assembly. The working drawing should be used as a reference to interpret the correct sequence and orientation of components during this stage. Students will begin by testing the assembly of each piece, focusing on the fit and accuracy of each joint and processed detail. Additional processing may be required to ensure a precise and accurate final assembly.

Where fixtures and fittings are required, students should refer to the working drawing to interpret their correct position and application. Appropriate tools and techniques should be selected to install these elements effectively and safely.

Format and Submission of the Craft Skills Assessment

The cutting list necessary for the prescribed task will be issued by the SEC in term 2 of year 2. The Craft Skills Assessment will take place during term 3 of year 2 and will be conducted over a duration of three hours.

This assessment window dates, and how the completed task must be submitted will be in line with the instructions provided by the SEC.

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.

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 Craft Skills Assessment will be provided in the prescribed task, 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 in the Craft Skills Assessment.

In particular, the component requires students to:

- Interpret drawings, and mark out skills
- Demonstrate craft skills
- Assemble components.

Table 3: Descriptors of quality: Craft Skills Assessment

	Students demonstrating a high level of achievement	Students demonstrating a moderate level of achievement	Students demonstrating a low level of achievement
Interpret drawings and mark out	comprehensive interpretation of drawings and dimensional information. Accurate marking out of materials, demonstrating a high level of precision.	moderate interpretation of drawings and dimensional information. Marking out of materials, demonstrating a moderate level of precision.	limited interpretation of drawings and dimensional information. Incomplete marking out of materials, demonstrating a low level of precision.
Demonstrate craft skills	demonstrate an excellent level of craft skills with high precision and attention to detail. Achieves accuracy and a high-quality finish throughout.	demonstrate a moderate level of craft skills with reasonable precision and attention to detail. Achieves moderate accuracy and an acceptable finish throughout.	demonstrate a low level of craft skills with limited precision and attention to detail. Achieves a poor level of accuracy and finish throughout.
Assemble components	The artefact is assembled with excellent precision, accuracy, and completeness.	The artefact is assembled with moderate precision, accuracy, and completeness.	The artefact is assembled with limited precision, accuracy, and completeness.

Role of the teacher

The teacher has an important role to play in supporting, preparing, and supervising students for the Craft Skills Assessment. Teaching and learning related to this AAC should be integrated into regular classroom activities to maximise opportunities for students to achieve the learning outcomes of the specification and support the development of key competencies.

The issuing of the common prescribed task by the SEC, in term 3 of year 2, facilitates teachers in planning for the integration of the AAC into the natural flow of teaching and learning in the classroom.

Teachers should prepare the prescribed list of materials and equipment as published by the SEC. Providing students with appropriate materials, equipment, and Personal Protective Equipment (PPE) supports them in completing the task safely, and to the best of their ability.

Prior to the Craft Skills Assessment support may include:

- clarifying the requirements of the Craft Skills Assessment
- helping students to understand how the AAC links to the Leaving Certificate Construction Technology specification
- identifying any particular areas of the specification that students may need to engage with in order to undertake the AAC
- ensuring students are aware of the descriptors of quality associated with the AAC
- facilitating access to appropriate resources
- Making students aware that they must comply with any relevant mandatory regulations or requirements such as those relating to health and safety.
- providing appropriate access arrangements for students with additional learning needs, in accordance with the State Examinations Commission provision of reasonable accommodations
- promoting opportunities afforded by the AAC to develop Senior Cycle key competencies.

During the Craft Skills Assessment:

- Teachers will have safety oversight during the three-hour assessment, monitoring safe workshop practices, intervening only to prevent unsafe actions.
- Teachers should be aware that only work which is the student's own can be submitted for assessment to the State Examinations Commission.

Appendix 1: Prompt questions to support students in developing design and manufacturing competencies

The questions below are provided to support students in developing design and manufacturing competencies throughout 5th and 6th year. They are intended to guide and support reflective thinking throughout the process, rather than to be answered individually or treated as a checklist.

Understanding and Exploring the Design Challenge

- What does the design challenge mean to you, and which aspects interest you the most?
- Which part of the challenge aligns best with your interests, strengths, or skills?
- What do you hope to communicate or achieve through your response to the challenge?
- What real-world examples or research findings have influenced the direction you are taking?

Developing and Communicating Your Ideas

- How do your design ideas reflect the conclusions you reached during your research?
- What practical solutions are you developing to address the challenge?
- What methods (e.g. sketching, CAD, model making) will best communicate your design?
- What key design decisions have you made so far, and why?
- How does your final design solution meet the brief and your focus?

Planning and Preparing for Manufacture

- How will you make your final design- what materials, joints, and processes will you use?
- Have you clearly detailed your design solution through working drawings or models?
- Is your plan realistic based on the time, tools, and skills you have?
- What steps will you take to make sure your measurements are transferred accurately from drawings to materials?
- Which tools and equipment are most appropriate for marking and preparing components?
- How will you use the working drawings to guide you throughout the manufacturing phase?

Making and Problem-Solving in Practice

- What tools, machines, and techniques are most appropriate for making your solution, and why?
- How will you make sure your work is safe, accurate, and finished to the best of your ability?
- What craft skills and construction techniques will you demonstrate?
- What strategies will you use to manage your time and keep your work on track?

- How will you check your work for accuracy and quality during the process?

Assembly and Finishing

- What steps will you follow to assemble components accurately and in the correct sequence?
- How will you check that everything fits properly and adjust if needed?
- How will you apply appropriate fixtures, fittings, and finishing techniques?

Evaluating and Reflecting

- Does your final solution (artefact and folio) meet the brief and reflect your chosen focus?
- How effective was your research, planning, and manufacture?
- How would you assess the quality and finish of your artefact and folio?
- In what ways has this project deepened your understanding of the constructed environment?
- What key successes, challenges, and learnings will inform your future work?

Appendix 2: Guidelines to support referencing

Referencing is an important aspect of the AAC as it allows those reading the *Exploring the Constructed Environment design folio* 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 *Exploring the Constructed Environment design folio*. 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 Exploring the Constructed Environment component. 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 *Exploring the Constructed Environment design folio*, 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
Book in list of references: McLeskey, J. (2013) <i>Inclusion: effective practice for all students?</i> 2nd edn.
Newspaper/magazine article Hearne, J. (30/08/2024) 'How bad driving habits cost Irish motorists hundreds every year', Irish Examiner
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
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

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.

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>

AI Tools

Example without shareable URL

OpenAI (2023) ChatGPT (Oct. 20 version) [Large language model], accessed 20 October 2023.
Prompt used and text generated.



NCCA

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