



**Coimisiún na Scrúduithe Stáit
State Examinations Commission**

JUNIOR CERTIFICATE EXAMINATION 2009

CIVIC, SOCIAL AND POLITICAL EDUCATION

COMMON LEVEL CHIEF EXAMINER'S REPORT

CONTENTS

1. General Introduction	3
1.1 The examination	3
1.2 The written examination paper	4
1.3 The Report on an Action Project (RAP)	5
1.4 The Coursework Assessment Booklet (CWAB)	6
1.5 Performance of Candidates	7
2. Analysis of candidate performance	8
2.1 The written examination paper	8
2.2 The Report on an Action Project (RAP)	16
2.3 The Coursework Assessment Booklet (CWAB)	20
3. Conclusions	23
4. Recommendations to Teachers and Students	24
4.1 Recommendations to Teachers	24
4.2 Recommendations to Students	26
5. Exemplars of Standard	27

1. General Introduction

This report should be read in conjunction with the 2009 examination paper, and the published marking scheme. These are available on the State Examinations Commission's website, www.examinations.ie.

Readers are also advised to refer to *CSPE Guidelines for Teachers* (NCCA, 2005).

1.1 The examination

Civic, Social and Political Education (CSPE) was first introduced as a Junior Certificate subject in 1996 and was established as a compulsory subject in all schools in 1997. It was examined nationally for the first time in 2000 and is offered at Common Level only.

The CSPE examination consists of two components, as follows:

- (i) a written examination paper and **either**
- (ii) a Report of an Action Project (RAP) **or**
- (iii) a record of a module of work written into a specially designed coursework assessment booklet (CWAB)

The Report of an Action Project (RAP) is written into a specially designed pro-forma booklet prior to the written examination. The action project must be based on one or more of the seven concepts underpinning the CSPE syllabus.

The record of a module of work - which must also include an account of an action project - is undertaken in class and written into a specially designed coursework assessment booklet (CWAB) prior to the written examination. This module is based on a series of between 12 to 15 lessons exploring a concept, theme or unit of work arising from the CSPE syllabus.

For the format and procedures applying to the completion of the RAP or CWAB, please refer to '*CSPE Guidelines for Teachers*' published by the NCCA.

The RAP or CWAB is completed in school under teacher supervision and is required to be submitted by the first week of May in the year in which the candidate has entered for the written examination. It is held by the school until the written paper is completed during the certificate examinations. Both components are then forwarded to the State Examinations Commission for assessment.

The written examination consists of a one and a half hour paper and is worth 80 marks or 40% of the total available marks for the subject. The RAP/CWAB is worth 120 marks or 60% of the total. The CSPE Syllabus is structured around seven concepts and four units of study.

The concepts are:	The units of study are:
• rights and responsibilities	Unit 1: the individual and citizenship
• human dignity	Unit 2: the community
• democracy	Unit 3: the State Ireland
• law	Unit 4: Ireland and the wider world
• development	
• stewardship	
• interdependence	

Both components of the examination are grounded in these concepts and units. Candidates are expected to have a grasp of these concepts and, arising from this, to be able to suggest actions, or propose solutions, which demonstrate a balanced perspective on individuals, the environment, and the wider world.

1.2 The written examination paper

The Written Paper is divided into **three** compulsory sections, as follows:

Section 1

This section generally draws on candidates' general knowledge of all seven concepts and four units of the Syllabus. Candidates are asked to

- provide answers to completion-type questions or phrases
- recognise signs, symbols or national buildings
- identify well-known national or international political figures, human rights activists, etc.

There are either three or four questions in this section. All questions must be answered and there are 18 marks in total for the section.

Section 2

There are four questions in this section, from which candidates are required to attempt three. There are 14 marks for each question, giving a total of 42 marks for the section.

Each of the four questions is based on stimulus material generally drawn from items such as, for example, posters, flyers, tables of information, newspaper articles, advertisements, websites, and leaflets. The answers to some questions are to be found within the stimulus material while others require candidates to write about more general issues, which arise from the stimulus, and which are related to an aspect / aspects of the syllabus's seven core concepts or four units of study.

Section 3

The candidate must answer one question out of four in this section for a total of 20 marks. The four questions cover a wide range of issues and topics related to the syllabus's core concepts and units of study. These questions require candidates to write more extended responses, in which they demonstrate their knowledge, develop their responses and express their attitudes.

1.3 The Report on an Action Project (RAP)

The Report on the Action Project is presented in a Pro-Forma booklet divided into five sections, each of which must be completed by the candidate. The structure is as follows:

Section 1 - My Action Project

Here the title of the action project is given indicating the nature of the action undertaken and the subject of the action project. There are 3 marks for this section.

Section 2 - Introduction

Here the candidate must identify the concept on which the action project is based and point to the link between it and the action undertaken. The candidate must also give a reason for undertaking the action. There are 8 marks for this section.

Section 3 - Activities Undertaken

This section is divided into four subsections in which the candidate

- identifies the people communicated with in the course of the action project and explains why any one of these people was chosen
- outlines and describes the preparation, planning and tasks undertaken by individuals or groups in carrying out the action project.
- identifies and describes in detail one specific task that s/he carried out
- describes how s/he applied two skills specifically in carrying out that task.

There are 49 marks for this section.

Section 4 - Summary of Information

Here the candidate must provide five facts that s/he has learned about the subject of the Action Project, i.e. the concept, issue or theme to which the action project is related.

There are 30 marks for this section.

Section 5 - Reflections

Here candidates are required to reflect on their experiences while doing the action project. They outline and give reasons for the thoughts and opinions they have formed as a result.

There are 30 marks for this section.

1.4 The Coursework Assessment Booklet (CWAB)

The Coursework Assessment Booklet is a Pro Forma booklet in which a candidate keeps a record of a module of work consisting of a series of 12 to 15 lessons exploring a concept, theme or unit of work based on the CSPE syllabus. The module must also include an account of an action project.

The Coursework Assessment Booklet is divided into five sections, each of which must be completed by candidates.

Section 1 - Title

Here the candidate provides a title which clearly indicates what the coursework module was about. There are 3 marks for this section.

Section 2 - What my coursework module was about

In this section, the candidate elaborates on the title giving a clear overview of the module of work undertaken and refers to at least five different components of the module, which may also include reference to the action project undertaken. There are 7 marks for this section.

Section 3 - Things I have done - (Class 1, 2, 3)

Here the candidate describes three of the lessons from the module. Each lesson must have a different topic covering a separate aspect of the module. Candidates are asked to

- name the topic of each of the three lessons
- describe what took place during each lesson
- explain one important thing learned from each lesson
- give a personal opinion or reflection on what made each lesson particularly interesting.

The three lessons selected should not describe the work of the action project. There are 60 marks for this section.

Section 4 - Things I have done - (Action Project)

Here the candidate gives an account of the action project undertaken within the coursework module. Candidates are asked to

- give the title of the action project
- explain the reason for the action project
- describe one activity undertaken as part of the action project
- state two things learnt from doing the action project
- describe how one skill was applied while carrying out the action project.

There are 30 marks for this section.

Section 5 - Something I have to say

Here the candidate is asked to indicate an issue which s/he became aware of while engaged with the coursework module, to state a point of view on the issue and suggest what can be done to address or resolve it. There are 20 marks for this section.

1.5 Performance of Candidates

The table below illustrates the performance of the candidates in Civic, Social and Political Education in the years 2007-2009.

Year	Total	A	B	C	A+B+C	D	E	F	NG	EFNG
2007	55,857	23.0	40.3	25.0	88.3	8.9	1.7	1.0	0.2	2.9
2008	54,492	24.1	40.9	24.4	89.4	8.1	1.5	0.8	0.1	2.4
2009	54,058	23.4	41.5	24.8	89.7	8.0	1.5	0.8	0.1	2.4

Table 1: Participation and outcomes in Junior Certificate Civic, Social and Political Education (Common Level) 2007-2009.

Some candidates who achieved grades in the EFNG range did not submit either a RAP or CWAB component, which accounts for 60% of the total overall mark. The RAP remains the much favoured format for the second component of the examination with the CWAB being chosen by under 3% of the candidature. This is very much in line with previous years.

2. Analysis of Candidate Performance

Below is a detailed analysis of candidate performance in the component parts of the CSPE examination. The analysis is presented in the following order:

- The written examination paper
- The Report on an Action Project (RAP)
- The Coursework Assessment Booklet (CWAB)

2.1 The written examination paper

2.1.1 Section 1

There are three parts in this section, with an overall total of 18 marks available.

Q 1: Candidates were presented with photos of four human rights activists in one list and with four human rights activities in another. They were asked to name the activists and match them with the human rights activities listed.

All candidates attempted this question and most had little difficulty in recognising the individuals. They were less successful, however, in correctly matching the individuals with the activities listed. Overall this question was well answered, with most candidates achieving between 6 and the maximum, 8 marks.

Q 2: This question required candidates to name an issue or topic related to each of the seven concepts of CSPE. Each correct answer was worth 1 mark. This question caused difficulty for some candidates, with few candidates achieving full marks. Many candidates gave a definition of the concept, instead of naming a related issue or topic.

Of the seven concepts, the two which caused most difficulty were ‘stewardship’ and ‘interdependence.’ Interdependence was most often confused with independence while stewardship was commonly related to helping people, or the role of stewards at concerts.

Q 3: This question presented candidates with three sentences requiring a missing word or words to be completed. There was 1 mark for the correct completion of each sentence, giving a maximum of 3 marks for this question. The initial letters of the missing words were provided as a cue for candidates.

Most candidates achieved full marks here. The sentence requiring the word ‘Constitution’ caused most difficulty.

2.1.2 Section 2

Here candidates were presented with four stimulus-based questions with a requirement to answer three of the four questions in the section. The stimuli included a brochure, information leaflet, postcard and a webpage. They covered a broad

variety of contemporary, relevant topics. Where candidates answered only three questions, Question 2 on UDHR@60 was most frequently omitted. However, most candidates answered all four questions.

There is a total of 42 marks for this section, with 14 marks for each of the three answers.

Q 1: Give It A Swirl Day

14 marks

The stimulus for this question was in the form of a colourful brochure encouraging people to become volunteers for the 'Give it a Swirl Day'. This brochure highlighted the benefits of hands-on-involvement both for the volunteer and for the community.

The first three parts of this question, (a), (b) and (c), required candidates to source answers directly from the text in the brochure. The majority of candidates had no difficulty in doing so, and most candidates received full marks here.

Most candidates also achieved high marks in part (d). Some candidates failed to heed the instruction in the question not to use the activities listed in the brochure, or named a fund-raising volunteering project, without giving the required description of it.

Question (e) asked candidates to explain whether or not they agreed with a quote from former Taoiseach, Bertie Ahern, when he was launching the Task Force on Active Citizenship. This was a question that required a considered response. The majority of candidates scored 3 marks out of the 4 available.

Many candidates offered some personal reflection and a developed argument rather than just paraphrasing what was given. A small number of candidates gave personal opinions on Mr. Ahern as their response.

Examples of well written answers included the following:

'Yes, I do agree with Bertie Ahern's point of view. A citizen has both rights and responsibilities and should work for the greater good, improving their own life and lives of others.'

'Yes, I do agree with this point of view. I believe that to be an active citizen you have to help those less fortunate than yourself as Mr. Ahern states. By helping those less fortunate you are contributing a part of yourself to making the country a better and happier place.'

Q 2: UDHR@60 (Universal Declaration of Human Rights)

14 marks

This was a particularly topical question and the stimulus was in the form of a postcard. The postcard contained thirty individual words, each of which reflected one of the thirty original articles of the Declaration. The postcard was accompanied by a brief text.

Part (a) of this question was broken down into three sub-parts with 1 mark awarded for each. All of the information required for the answers was in the text, and candidates scored well here.

Part (b) for 1 mark also required candidates to locate the answer in the text. Candidates did well here.

Part (c) asked candidates to select two of the thirty words reflecting the original thirty articles of the declaration and to explain them. There was ample choice available, and most candidates managed to select and explain two of the words accurately, thus scoring full marks.

Part (d) asked candidates to describe an event to mark the UDHR @ 60 Anniversary, and to write a slogan for it. The events described to mark the Anniversary were wide-ranging and included proposals such as, for example, guest speakers, cake sales, fun days out, and information evenings. However, some answers did not focus on the purpose of the event, resulting in the UDHR being sometimes omitted from the event description.

(e) This part asked candidates to name and explain two actions that their school could take to promote awareness of people whose rights are being denied. Many candidates scored well here, proposing actions such as poster campaigns, guest-speakers and newspaper articles. Less successful responses nominated fund-raising activities such as cake sales, non-uniform days or raffles, but did not relate these to the purpose of raising awareness of human rights.

In some cases, candidates suggested unrealistic class actions such as *'the class would go to a country where people's rights are denied'* without reference to the necessary limitations of an action suitable for a class group. Nevertheless, there were many well considered responses such as:

'Hold an essay writing competition and arrange for a local paper to publish the winning essay which would raise awareness for both the students involved and for the people who would read the newspaper'.

Q 3: Tips From Change.ie

14 marks

The stimulus here was in the form of an adapted web page dealing with the issue of climate change. This particular piece was clearly focused on recycling activities that were specifically relevant to young people. It was one of the more popular questions in this section and most candidates did very well.

(a) Candidates were asked to locate answers to the questions posed within the text and the majority of candidates were awarded full marks.

(b) Candidates had no problems locating the answers to this section in the text and most candidates got full marks.

(c) This question asked candidates to name two of 'the 3 Rs' where 'recycle' was named for them. Most candidates managed to score the full 2 marks here. Incorrect

responses included, for example, refill, reproduce, resell, renew, regenerate, restore, redevelop, and rebuild.

(d) This question asked candidates to name one action that the Department of the Environment could take to encourage people in Ireland to recycle more. Some very good responses were in evidence here. Many candidates achieved full marks.

Candidates focused on issues such as, for example, providing more recycling centres and bins, reducing the cost of domestic bin charges, promoting money-back bottles and introducing a reward system for increases in individual recycling.

Some candidates suggested actions that were only appropriate for an individual or a class of students, rather than the Department of the Environment.

(e) This question asked candidates to interpret the message to be taken from a particular quote about recycling. Most candidates made a good attempt at this, but few managed to understand the full significance of the quote.

Q 4: The Niall Mellon Township Trust

14 marks

The stimulus for this question was a colourful pictorial illustration of the work of the Niall Mellon Township Trust accompanied by a short explanatory text. The question focused on the centrality of community development to the work of the Trust.

Parts (a) and (b) of this question were well answered.

Part (c) asked candidates to comment on the importance of local communities getting involved in similar projects. The term 'local communities' could be interpreted as either the local communities in Ireland who sponsored people to go to South Africa, or the local South African communities. Many candidates responded well, such as in the following examples:

'it is important for our local community to take part as the people in Africa are so much worse off than us and they will feel good community spirit for helping out and cooperating together'

or

'when the local community in South Africa get involved in a project that is going to help them, they can get back their self-respect.'

In a small number of cases, responses were vague or lacked sufficient development.

Part (d) of this question asked candidates to name a fundraising activity that their school could undertake to help fund a teacher travelling to South Africa with the Trust. Most candidates scored well here with suggestions such as non-uniform days, hot chocolate days, sponsored walks, sports days with entrance fees, and cake sales, accompanied with good descriptions of these activities.

Some candidates made suggestions which were not specifically related to fundraising such as, for example, donating building goods, clothes and toys.

Part (e) of this question asked candidates to name and describe two other actions their community could take that would help to make it possible for this teacher to go to South Africa. Each action named was worth 1 mark and each description was worth 1 mark.

Again this question was answered very well by candidates who adhered to the fundraising theme and broadened it to encompass possible community activities such as, for example, coffee mornings, bring and buy sales, dinner dances, raffles, church collections, or community fun days.

Some candidates did not make the distinction between an activity undertaken by the community and one undertaken by a school. In other cases, the descriptions of the actions proposed were rather vague or not directly related to the suggested actions.

2.1.3 Section 3

There are four questions in this section from which candidates are required to choose one. As is evident from the tasks set, candidates need to write extended responses to the questions in this section. These include debates, poster construction, design of invitation cards, suggestions for committees, and the various actions and skills associated with these kinds of tasks. The section is worth 20 marks.

Of the four options given, the second, based on the theme of mobile phone text-bullying, was the most popular. The fourth option, on the theme of closed circuit television, was the second favourite choice.

Answers in this section varied significantly in style and substance. Examiners commented that there seemed to be a direct correlation between the quality of the candidates' action projects - reflecting the time and effort that went into them - and the quality of the answers in this section.

Q 1: School Community

20 marks

This question was based on an idea for an action project requiring a class group to produce a booklet providing information about the school for incoming First Year students. This question, although not as popular as Q2 and Q4, was attempted by many candidates, most of whom did very well. They showed an ability to identify with the concerns and anxieties of incoming First Year students and to provide practical and useful information. Many candidates also demonstrated knowledge of the key aspects of this type of class-based action project, and the various tasks, groups and skills associated with it. They also demonstrated good understanding of the concepts of 'development', 'human dignity', and 'rights and responsibilities' on which this kind of action project would be based.

(a) For 6 marks, this question asked candidates to name and describe three groups that their class would set up in order to undertake this action project. This was well answered by almost all candidates. Responses included, for example:

- a writing committee to draft and edit the booklet
- an organising committee to collate and distribute the booklets

- an artistic committee to draw and sort the pictures and graphics for the booklets
- a design committee to plan the overall layout of the booklet
- a finance committee to fundraise for the booklet and keep track of all the spending.

(b) For 8 marks, candidates were asked to name four different things they would include in the booklet and explain why these would be helpful to incoming First Year students. This section was well answered with candidates providing information coupled with explanations. Suggestions included:

- maps so that students wouldn't get lost
- list and photos of teachers and their subjects
- school canteen menu and price list to help decide what they want before getting to the counter
- list of school rules so that they wouldn't get into trouble.

A small number of candidates failed to name any of the four items, or failed to provide explanations of the items named.

(c) For 6 marks, this question asked candidates to name and explain two skills they would use in producing the booklet. Practically all candidates named two appropriate skills such as, for example, writing, artistic, editing, reporting, organising, communicating, using computers, typing and photography. However, some candidates did not give sufficient explanation or elaboration of the skills in question.

Q 2: Mobile Phone Text Bullying

20 marks

In this question, candidates were asked to imagine that their class is going to do some work on the issue of text-bullying.

(a) This part of the question asked candidates to write an article for the school newsletter giving three pieces of advice about what to do in the event of receiving a bullying text message. Few candidates gave sufficient detail in their advice to merit full marks. Answers such as '*Tell your teacher*', which were lacking in development, were quite common. However, candidates who developed their answers gained full marks, as for example: '*Tell your teacher and show her the text message so that she will believe you and be able to do something about it*'.

(b) This part asked candidates to name an action project that their CSPE class could undertake on this issue and to describe three tasks they would carry out as part of this action.

Candidates had no difficulty naming an action project. However, some candidates described tasks related to three separate action projects rather than of tasks linked coherently to a single complete action project.

(c) Candidates were asked to name and describe three actions that their school could take to help prevent text-bullying in the school. Those achieving high marks here wrote about actions such as

- putting posters up campaigning against text bullying
- having a guest speaker come and talk to all CSPE and SPHE classes
- having an anti-bullying workshop in the school.

However, some candidates failed to describe the actions in any detail or suggested actions that would be impossible to undertake. Others repeated the actions from parts (a) and (b).

Q 3: Local Elections

20 marks

This was the least popular question in this section despite its particular relevance and topicality. However, many of the candidates who chose it achieved high marks. Candidates were asked to imagine that they are carrying out an action project in the course of which they invite a local election candidate to talk to their CSPE class at school.

(a) This part asked candidates to describe the work of three teams that their class would set up in order to undertake the action project. Most candidates named and described the work of three teams in some detail and were awarded the full 6 marks. Vague or inaccurate descriptions were the main deficiencies in the answering of some candidates.

(b) Here, candidates were asked to name two areas that they would talk to local election candidates about, and to give reasons for choosing both areas. This was not particularly well answered. All candidates nominated areas of discussion but a considerable number failed to develop reasons for choosing these areas.

(c) Candidates were asked to give three reasons why it is important for Irish citizens to vote in local elections. Many candidates had difficulty providing three reasons, or gave reasons that were not related specifically to the local elections.

Q 4: CCTV (Closed Circuit Television) 20 Marks

This question highlighted both the issue of crime and the issue of security through the use of CCTV. Candidates were asked to debate the possible advantages and disadvantages of CCTV as an aid to crime prevention. They were then asked to identify a mechanism to explore how students in their school felt about this issue. Finally they were asked to design a poster that would illustrate their own feelings about CCTV.

(a) In this part, candidates were required to provide an argument for and against CCTV's influence on reducing crime. The arguments in favour were generally very good with many candidates concluding that there would be a reduction in crime since criminals would fear being caught and so would not commit crimes. Candidates achieving full marks generally gave a greater level of detail, frequently referring to how CCTV assisted Garda forces and saved time and resources.

Some candidates had more difficulty in proposing arguments against the topic. Many tended to focus on invasion of privacy issues without relating this to the topic of the debate. However, a small number of candidates provided arguments such as: *'the wearing of a balaclava would render the cameras ineffective,'* or *'CCTV would just move crime into an area where there were no CCTV cameras in place'.*

(b) There were 8 marks available for this question in which candidates were asked to name one action they could undertake to find out how students in their school felt about CCTV cameras. They were also asked to name two committees they would set up to carry out the action and to explain what they would do with their findings. The majority of candidates had little difficulty in naming the action or the committees, but some had difficulty in explaining what they would do with the findings.

(c) This part asked candidates to design a poster they would use to show students in their school how they felt about CCTV cameras. They were also asked for a slogan which would show how they felt about the use of CCTV cameras in their town. Most candidates achieved at least 4 of the possible 6 marks available here. In general, the posters designed were creative and imaginative, and provided strong visual representations of the candidates' personal feelings about the use of CCTV cameras. This question is marked according to CSPE criteria and not on artistic merit. The slogans were generally well done, and demonstrated good understanding on the part of candidates of this kind of activity. Examples included *'You are being watched - If you do the Crime you do the Time!'*

2.2 The Report on an Action Project (RAP)

2.2.1 Introduction

The RAP is one of the mechanisms designed to assess candidates' active involvement in a CSPE topic. The RAP accounts for 60% of the total available marks for CSPE.

In a Report on an Action Project, a candidate presents a detailed description of an action project that s/he has undertaken. This report must be written and presented in accordance with the format and procedures outlined in the *CSPE Guidelines for Teachers* (NCCA, 2005).

The action project must relate to at least one of the seven core concepts of the CSPE syllabus and must be based in one of the four units of study in the syllabus.

2.2.2 Topics presented by candidates

The range of topics presented included, for example:

- Visits to, for example, prisons, local courthouses, Four Courts, Dáil Éireann, military barracks, prisons, animal shelters
- Guest speakers from, for example, Animal Rights Groups, An Garda Síochána, ISPC, Amnesty International, and members of the Dáil
- Student Council Elections or mock elections and mock trials
- Investigations of issues such as: "wheelchair accessibility in my local area"
- Surveys and questionnaires covering various subjects, often on politics or the environment - for example, "what do students in my school know about politics and democracy?"
- Fundraising activities for various charitable organisations, the most popular being for those working to tackle issues of underdevelopment abroad and animal welfare in Ireland. These were sometimes coupled with a secondary action such as a visit, a guest speaker, or raising awareness
- Designated days including, for example, Human Rights Day, National Tree Week, An Taisce Clean-Up campaign, Recycling, and No Logo Days
- Environmental issues including, for example, visits to wind farms, renewable energy, tidy towns, waste management, local clean-ups, and school litter audit
- Raising awareness about issues such as Fair Trade, the Lisbon Treaty, and homelessness.

2.2.3 The Report

Section 1: My Action Project

In this section, candidates are required to give a clear, unambiguous and relevant title to their action project which indicates both the subject and nature of the project (2 marks). They are also required to indicate, by ticking from a given list, the type of action undertaken (1 mark).

Most candidates explicitly indicated the nature and subject of the action project. Candidates lost marks when titles were too broad or irrelevant, when the space was

left blank, or when no box indicating the action was ticked. In a small number of cases, the title did not match the action reported.

Section 2: Introduction

(a) Here candidates indicate which concept their action project was based on by ticking from a list of the seven concepts (1 mark). The candidate is then asked to explain how the action project was based on this concept (3 marks).

Candidates achieved high marks in this section. In a small number of cases, however, explanations were rather vague, limited, irrelevant or not linked to the concept selected.

(b) Here candidates are asked to explain why they undertook their particular action project (4 marks). Answers were generally comprehensive. In cases where candidates did less well, the reasons presented were somewhat unclear, lacked focus, or were vague.

Section 3: Activities undertaken

(a) Candidates are required to indicate the people communicated with in the course of their Action Project by ticking one of a selection of options (1 mark). Candidates are then asked to explain why these people were communicated with and how they were involved in the action project (3 marks).

The vast majority of candidates gained full marks in this section. Candidates only lost marks where the explanation was not linked to the people indicated by the ticked box or where the explanation was vague and limited.

(b) Here candidates are asked to write a list and a brief description of the main tasks /activities undertaken as part of the action project (15 marks). Most candidates submitted a comprehensive list of main tasks carried out, mostly as members of groups, committees or teams and gave a brief description of the activities undertaken by each of these. Where an action was undertaken by a small group, or by an individual rather than as a member of a group, candidates listed the main activities undertaken showing the stages of progress through the action, rather than as an account of the work of a committee.

This section was well answered by most candidates. Candidates lost marks where they presented a list of tasks only, without description, or where the description of the tasks lacked clarity and focus and where there was no clear evidence of activities undertaken. The following is an example of a good response:

There were many groups needed to make this action project successful.

***The Permission Group:** Three people had to make an appointment to meet the principal to ask permission to get the speaker into our class and for permission to use the library for the talk.*

The Contact Group phoned the speaker to arrange times and dates that he was available to visit. They explained why they wanted him to come and talk to us and they also asked him to send us some information about the sweatshop children.

The Room Committee booked the library and set it up to look neat and presentable. They set up the chairs in a semi-circle around one seat for the speaker and then set up a small white board with some markers and some water.

The Welcome Committee met the speaker at the reception and brought him to the library. They showed him where the bathrooms were and offered him a cup of tea before he started. They also introduced him to the rest of the class and thanked him for coming to the school.

The Questions Committee had put together a list of questions from the whole class which they asked the speaker. They gave each of us a sheet with the questions typed out on it so that we could write down the answers.

The Thank-you Committee thanked the speaker at the end of the talk. They bought a card and a book token which they presented to him as well.

15 marks

This is a comprehensive, accurate and clearly focused answer. It meets both requirements of the question in that it is clearly a list of activities and a brief description of the work done by each group to carry out their chosen action project.

(c) Here, the candidate is required to provide a detailed account of one particular task or activity that s/he undertook as part of the action project (15 marks). Candidates who provided a detailed step-by-step account of their individual task achieved high marks, whereas those whose accounts lacked detail and/or a logical sequence did less well. Only one task or activity had to be described for full marks; candidates who described several tasks or activities tended not to provide sufficient detail.

(d) Here, candidates are asked to describe how they applied two skills when undertaking their individual task as indicated in part (c) (15 marks). Examiners noted that many candidates focused on broader competencies without linking these to the one individual task described. Others incorrectly listed virtues and aspirations, such as patience and responsibility, rather than skills.

Many candidates failed to describe how each skill was applied and instead focused on when or where or with whom the skill was applied. Other issues noted by Examiners included

- Simple repetition of the description of the task in (c)
- Answers that showed a lack of understanding of what constitutes a skill
- Answers that lacked development

Section 4: Summary

In this section candidates are required to give five facts or pieces of information that they found out about the subject of the action project. This section is marked by giving six marks for each 'appropriate fact'. An 'appropriate fact' is a piece of information about an area relevant to the subject of the action project i.e. the CSPE concept, issue or theme upon which the candidate has based his/her action.

Some candidates presented inaccurate facts, vague statements, statements marginal to the subject, or biographical details of invited guest speakers.

Section 5 - Reflections

In this section candidates are provided with an opportunity to express their own thoughts, reflections and experiences arising from their action project. The reflection gives candidates a forum to discuss how they felt the project went, and to focus on aspects of the topic and/or the process that they felt were interesting.

Some candidates showed in-depth thinking and gave good reasons for their views. The nature of the reflections (9 marks), and the reasons given (9 marks), also had an impact on the overall mark (12 marks), which is awarded to candidates for the range, depth, quality and coherence of their overall reflection.

Some candidates gave a somewhat limited range of reflections, frequently unsupported by reasons. In some cases, candidates gave only a general account or summary of their Action Project, or simply restated facts that had been learned.

2.3 The Coursework Assessment Booklet (CWAB)

The CWAB is the alternative to the RAP as the second component of the CSPE examination, and it is similarly designed to assess candidates' active involvement in a CSPE topic. The CWAB also accounts for 60% of the total marks for CSPE.

In the Coursework Assessment Booklet, a candidate presents a description of an action project that s/he has undertaken as part of a module of work. This booklet must be written up and presented in accordance with the format and procedures outlined in the *CSPE Guidelines for Teachers*, (NCCA, 2005).

The module and the action project must relate to at least one of the seven course concepts or be based on one of the four units of the CSPE syllabus.

Section 1: The Title of My Module 3 marks

The title should clearly state what the coursework module was about. This section, presented little difficulty with most candidates supplying well written and focussed titles. Marks were lost, however, where the title indicated an action project title e.g. "Speaker from Amnesty" rather than a title relevant to the module of work, such as "Exploring Human Rights."

Section 2: What My Coursework Module was About 7 marks

This section requires candidates to mention five different components of the module they have undertaken. Candidates generally did well here, but some did not give five clear components. Some candidates outlined what they had learned instead of stating the different aspects of the module.

Section 3: Things I have done - Classes One, Two and Three 20 marks

Candidates who did well in this section described three distinct classes related to the module, and avoided overlap from one class to the next. They also gave a step-by-step account of the activities of these three classes.

Some candidates repeated the same descriptions of class activities in all three classes and failed to clearly identify what was learned in each separate class. Many also gave little personal comment about what made the classes interesting.

(a) The main topic of this class was: 2marks

Here candidates are asked to clearly name the topic of the class in question indicating its relevance to the module being described.

(b) This is a short description of what took place during the class: 8 marks

In general, candidates described how they learnt about the main topic of the class, through activities such as, for example, discussion, using newspapers, pictures, movie clips, walking debates, and case studies.

(c) One important thing I learned from this class is: 5 marks

This was well answered by most candidates, who were able to identify and specifically describe a key piece of learning from the class in question, as for example:

I learned that the letters UDHR stand for Universal Declaration of Human Rights and that there are thirty articles which outline rights that people are entitled to. Examples of these rights are education, security and free speech. ✓5m

(d) What made this class particularly interesting for me: 5 marks

In this section, candidates were required to give a reason for finding some element of the class - process, content or activity - interesting. It was not sufficient merely to repeat the content of the previous section (c). An example of a good answer was the following:

My class did a walking debate on the issue of poverty and I thought this was really interesting to see how people felt about the issue by seeing immediately where they stood without the teacher having to ask everybody in the class. ✓5m

Section 4: Things I have done - Action Project. 30 marks

The Action Project presented must be relevant to the module of work. If the CWAB module addresses the topic of the environment, for example, the action project undertaken must also be based on the environment. In almost all work presented, this was the case.

Section 4: Title

The majority of candidates presented titles that were relevant to the module of work undertaken.

Section 4: Reason

In this section, candidates are asked to clearly explain one reason for doing the particular action project undertaken. In general, candidates gave very clear explanations ranging from wanting to find out more information or wanting to do something such as raising awareness about the issue. In a small number of cases, explanations were vague or confused.

Section 4: One task/activity

This section requires candidates to give detail about one of the core tasks/activities undertaken in the course of carrying out the action project. In general, candidates identified and described one of the many core tasks of carrying out an action project such as, for example, asking permission from the Principal, writing letters, organising a bus, collecting money, setting up a room, and putting up posters. The following is an example of a good response:

It was my job to organise the bus that was going to take us to the Dáil in Dublin. I had to go to the office in school and ask the secretary for names of the bus companies that the school used. I rang four of the numbers to ask them how much it would cost for a group of 25 students. I took the cheapest price and then I told the finance group how much it would cost so that they could collect the money. ✓8m

Section 4: Two things I have learned

For four marks each in this section, candidates are asked to provide two distinct pieces of information they have learned about the concept, issue or theme upon which they based their action project. Information given as part of the previously stated learning in the classes cannot be used here. Candidates generally had little difficulty in providing two clearly different pieces of relevant information. However, some candidates presented rather vague general expressions of learning such as 'I now know what a court clerk has to do' or 'I learned a lot about the justice system in Ireland.'

Section 4: One Skill

In this section, candidates are asked to explicitly name one skill (2 marks) that they used while doing the action project and then to give a description of how they used this particular skill (6 marks).

Candidates had little difficulties in naming a specific skill and most scored the full two marks available here. However, some candidates had difficulty in describing how they applied their preferred skill.

Section 5:

Something I have to say...

20 marks

In this section candidates are asked to reflect on the entire module of work studied - which includes the action project - and identify an issue, topic or activity they felt strongly about or found interesting.

One issue I feel strongly about or found interesting

For two marks, candidates were asked to state clearly the name of the issue that they felt strongly about or found interesting. Most candidates were able to identify a relevant issue. In a small number of cases, the issue named was not relevant to the actual module of work or was not clearly stated.

I feel strongly about or found this issue interesting because

In this section candidates were asked to explain why they found the issue previously stated interesting or why they felt strongly about it for eight marks. In general, answers tended to be clear and to the point. Candidates who explained their opinions succinctly achieved high marks.

What I can do about it or what I think can be done about it

In this section candidates are asked to recommend a solution to the issue they have raised, or suggest something they can do about the issue. For the most part here, candidates expressed their personal views clearly and forcefully. There are ten marks for this section.

3. Conclusions

The following are the main conclusions derived from examiners' reports and from the preceding analysis of candidate performance.

3.1 The written examination paper

- Most candidates attempted the required number of questions. In some instances, and particularly in Section 2, candidates attempted more than was required
- In general, candidates engaged with the core concepts of CSPE in a personal way. They demonstrated a caring attitude towards the community and the people of the world. They expressed interest in the environment and concern for its future preservation. They demonstrated knowledge of political and economic situations in Ireland, Europe and the World, showing particular interest in issues related to employment, education and healthcare
- Candidates showed an awareness of the world around them and a capacity for critical thinking. This was particularly evident in candidates' responses to questions which required them to discuss whether or not they agreed with the point of view expressed in a quotation from a prominent public figure.

3.2 The Report on an Action Project (RAP)

- The RAP still remains the more popular of the two formats available to candidates. There was wide variety in the Reports on an Action Project presented
- While some candidates undertook individual action projects with great enthusiasm and success, the most popular type of action project undertaken, as in previous years, was the single action project done by an entire class.

3.3 The Coursework Assessment Booklet (CWAB)

- Approximately 3% of the candidature elected to take the Coursework Assessment Booklet as their reporting format. The module titles described were significantly varied as, for example: 'The effects of climate change', 'Homelessness' and 'The death penalty.'
- Candidates who selected this option completed all tasks well and achieved a standard similar to those reporting through the RAP (Report on an Action Project) format

4. Recommendations to Teachers and Students

4.1 Recommendations to Teachers

Written Paper

It is recommended that teachers

- continue to encourage students to read the questions carefully so as to ensure that they are responding to the questions asked
- encourage students to be aware of the relationship between the kind of action they are recommending and the characteristics of the group for whom it is being recommended. All actions suggested need to be appropriate to the specific type of group in question
- ensure that students are aware of the different characteristics associated with activities such as, for example, volunteering, raising awareness, and fundraising
- remind students that it may be more beneficial for them to attempt the required three questions in Section 2 of the examination paper, rather than attempting all four questions
- encourage students to contact organisations, write letters, design surveys, display information, and keep track of issues reported in the media. This will assist in the development of an informed overview of events and issues. All facets of media reporting such as, for example newspapers, radio and television news programmes, and documentaries could be used as a source for learning about the world and our place in it, and related to the seven fundamental concepts of the CSPE syllabus - ‘rights and responsibilities’, ‘human dignity’, ‘democracy’, ‘law’, ‘development’, ‘stewardship’ and ‘interdependence’.
- provide opportunities for students to familiarise themselves with the layout and content of the written examination paper and with its demands.

Action Projects

It is recommended that teachers

- ensure that students are aware that the action being undertaken is fundamentally for the purpose of exploring one or more of the concepts of the syllabus. For example, an action project based on a visit to a local courthouse is a means of exploring the wider concept of law. Information on the design and layout of the courthouse itself is marginal to the concept being explored. Accordingly, the visit to the Courthouse should not be regarded as an isolated learning experience; it is part of the overall learning about the concept of law, and it is this overall learning that is being examined

- remind students of the importance of completing all sections of the Booklets when writing up the RAP or CWAB
- encourage students to use bulleting or numbering when describing activities, where appropriate. This may assist students to make separate, discrete points with fewer tendencies towards repetition and error
- ensure that students choosing the CWAB format for their second component are aware that they need to report on two distinct areas i.e. (a) three separate classes from the module they have studied (Section 3 of the CWAB); and (b) an action project they have undertaken (Section 4 of the CWAB). Students should be encouraged to give a step-by-step account of the different things they learned in each of these three classes and of the ways in which they learned them
- provide opportunities for students to familiarise themselves with the layout and requirements of the RAP and CWAB.
- ensure that students understand how to demonstrate that their RAP or CWAB is their own individual work and that all material submitted is in keeping with the syllabus for CSPE, the *CSPE Guidelines for Teachers* (NCCA, 2005), and the relevant Department of Education and Science and State Examination Commission circulars.

4.2 Recommendations to Students

It is recommended that students

- ensure that you understand the meaning of all seven concepts upon which the CSPE course is based
- pay close attention to the marks awarded for separate parts of questions, and provide answers of sufficient depth and detail to warrant the award of those marks. For example, if you are asked to 'name' and 'explain' something, make sure to do both
- ensure that, when asked to name skills you would use in carrying out a specific task, and explain how you would use them, you also give the details of how you would use those skills in carrying out the specific task in question
- number all sections and subsections of questions clearly and following the same order as that in the question so that it will be clear to the examiner exactly what you are answering
- differentiate between actions that could be undertaken by different groups and individuals such as, for example, by you personally, by your class, by your school, by your community, and by a Government Department. Not all actions can be undertaken by all groups, and if you are asked to suggest actions for different kinds of groups, you will need to suggest specific kinds of actions for each group.
- read the instructions and questions on the examination paper carefully so as to ensure that you understand precisely what is being asked. Pay particular attention to key words such as: 'name', 'match', 'complete', 'describe', 'why', 'explain', 'write down', 'tick', 'design'
- listen to news and current affairs programmes on radio, and watch them on television. Read newspapers and use the Internet to get to know and understand what is going on in the world. Familiarise yourself with political figures and issues taking place locally, nationally and around the world. Get to know about Irish, European and World Organisations; and about local, national and international programmes, campaigns, and systems of government. Familiarise yourself with activists for peace, and issues such as, for example, human rights, democracy, abolition of poverty, universal education, and the environment. Discuss these subjects and issues with your friends, family and teachers. Develop your own ideas about how you and others can get involved in public activities and events, and set up activities and events of your own. Finally, be aware of how all of these issues relate to the seven concepts of the CSPE programme - 'rights and responsibilities', 'human dignity', 'democracy', 'law', 'development', 'stewardship' and 'interdependence'.

5. Exemplars of Standard

Section 3, Question 1: School Community

Your CSPE class has decided to produce a booklet about the school for new First Years as an Action Project that would benefit the school community.

(a) Name and describe **THREE** groups that **YOUR CLASS** would set up in order to undertake this Action Project. (6 marks)

Printing group ✓1m - this group prints the finished booklet and makes enough copies for everybody. ✓1m

Typing group ✓1m - this group types all the material written out. ✓1m

Poster group ✓1m - makes posters advertising the booklet around the school grounds. ✓1m

✓ 6 marks

(b) Name **FOUR** different things that you would include in this booklet and explain why they would help new First Years coming to your school. (8 marks)

A list of all the teachers and their pictures and what they teach ✓1m so that the students can get to know them. ✓1m

A map of the school ✓1m so the new pupils won't get lost on their way to class. ✓1m

A sports column - a description of all the sports that the school participates in ✓1m so that the students will be able to pick which one, they want to play. ✓1m

An experience column written by older students ✓1m so that first years can learn from their mistakes. ✓1m

✓ 8 marks

(c) Name and explain **TWO** skills that you would use while producing this booklet. (6 marks)

Typing ✓1m - I would get better and faster at typing on the computer ✓1m

Drawing ✓1m - I would have to draw and design posters to advertise the booklet so I would improve at drawing. ✓1m

✓ 4 marks

TOTAL MARK AWARDED: 18 ex 20

Section 3, Question 2: Mobile Phone Text Bullying

Texting is a great way to stay in touch with your friends and family but sadly it can also be used to bully, harass and frighten people. Text bullying can be texts that frighten, insult, threaten you or make you feel uncomfortable. Your CSPE class has decided to do some work on this issue.

(a) Write a short article for your school newsletter in which you give THREE pieces of advice about what students should do if they receive a bullying text message. (6 marks)

If any students are being bullied in this way or any other way to combat it you can talk to a parent, teacher or friend that you trust. ✓2m You could confront the bully and ask them to stop, ✓2m if it continues tell an adult or you could get an adult to talk to the bully's parents. ✓2m

✓ 6marks. Although this is not precisely 'an article' the content is such that it could appear as part of an article and was therefore accepted for full marks.

(b) Name an Action Project that YOUR CSPE CLASS could undertake on this issue and describe THREE tasks your class would do as part of this action. (8 marks)

Our class could raise awareness of text bullying ✓2m by having an anti-bullying poster competition and putting posters about it around the school. ✓2m. We could have a truth box in class every week where people can put in the box who is being bullied and the bully could be talked to by an adult ✓2m or we could have a volunteer counsellor in the school.

✓ 6marks

(c) Name and describe THREE other actions that YOUR SCHOOL could take to help prevent text bullying in your school (6 marks)

Our class could also have a weekly chat to help get to know one another. People in our class could keep an eye out on everyone to be helpful to classmates. We could have a class rep ✓1m who tells the teacher what's happening at lunch times. ✓1m

✓ 2marks

TOTAL MARK AWARDED: 14 ex 20

Section 3, Question 3: Local Elections

It is the year of Local and European Elections in Ireland. For your Action Project your CSPE class has decided to take a closer look at the Local Elections in your area by inviting one of the candidates to talk to you.

(a) Describe the work of THREE teams that your class would set up in order to undertake this Action Project. (6 marks)

One team would get in touch with candidates and arrange a date for the talk. They would also choose which candidate comes in. ✓2m

Another team would make up questions for him / her. Then they would ask their questions. ✓2m

Another team could do research on the local elections. They could inform the class on their findings. ✓2m

✓ 6marks

(b) Name TWO areas you would ask the candidate to talk about and give a reason why you have selected each of these areas. (8 marks)

What will you do for our community? ✓1m

I would ask this to know whether he / she will do anything or not. I think if he says he will do a lot he should be elected. ✓2m

How will you help the poor? ✓1m

I would ask to know whether he / she will help the poor. I believe it is a very important topic. ✓1m

✓ 5marks

(c) Explain THREE reasons why it is important for Irish citizens to vote in local elections. (6 marks)

Democracy – people should use their vote because other people cannot vote. ✓2m

Equality – people should vote so that everyone's vote is equal and they will get their say. ✓2m

✓ 4marks

TOTAL MARKS AWARDED: 15 ex 20

Section 3, Question 4: CCTV (Closed Circuit Television)

Your local town is planning to install CCTV cameras as part of a campaign to reduce crime in your area. Your CSPE class is interested in this and has asked your teacher if you can do an Action Project about this issue.

(a) Your class has decided to have a debate on the topic, “CCTV Reduces Crime”, before carrying out the Action Project. Write down ONE argument for and ONE argument against this topic. (6 marks)

CCTV cameras are a good idea because they are proven to reduce crime and are very helpful to police in case of a robbery or attack. If people know they are being watched, they are less likely to do anything bad or illegal. ✓3m

CCTV cameras do not reduce crime because most of the time they are either not on or not working because they are broken by vandals. Anyway the people who want to commit crimes will just find somewhere that is not watched by CCTV cameras. ✓3m

✓ 6marks

(b) NAME one action that you could undertake to find out how students in your school feel about CCTV cameras. Name TWO committees that you would set up in order to carry out this action. After you have carried out this action, what would you do with your findings? (8 marks)

We could conduct a survey. ✓1m

We would have a committee to compile the questions ✓2m and a group to organise the results. ✓2m

Afterwards the results could be turned into statistics such as a bar chart and we could put them up on the wall so that everybody would see how the students in our school feel about CCTV cameras. ✓3m

✓ 8marks