

**Coimisiún na Scrúduithe Stáit
State Examinations Commission**

JUNIOR CERTIFICATE

CIVIC SOCIAL AND POLITICAL EDUCATION

COMMON LEVEL

2009

**MARKING
SCHEME**

MARKING PROCEDURES FOR THE WRITTEN PAPER, 2009 **CIVIC, SOCIAL AND POLITICAL EDUCATION (CSPE)**

1. The procedure for marking will consist of:
 - Careful reading and analysis of all the answers
 - Allocation of marks to the components according to the agreed scheme.

2. **Components**

Facts

- (i) Identification of visually presented data
- (ii) Stating facts.

(b) **Appropriate Statement (AS)**

- (i) A valid argument, reason, explanation, interpretation, comment, opinion, judgement relevant to the topic
- (ii) An explanation of a term or concept relevant to the topic
- (iii) 2/3 tentative statements
- (iv) A relevant illustration.

3. **Marking**

Tick clearly thus (✓) each fact or AS.

- (i) Starting from the beginning of the answer, tick (✓) each fact or AS.
- (ii) Award only the mark/s agreed on the marking scheme to each fact or AS.
- (iii) In Section Three, total the marks awarded to each part of the question and note in the right hand margin thus (<), before marking the remainder.
- (iv) Put the grand total of the question inside a circle on L.H. margin near the question number.
- (v) Read all answers, even excess, repeat or cancelled. The answer gaining most marks is accepted within the rubrics of the examination paper.
- (vi) When you have finished marking the script you should transfer the marks to the grid on the front of the answer-book, question by question.
- (vii) A cumulative total should be recorded then at the bottom of the right hand margin on every page where you have recorded a total mark for an entire question.
- (viii) Fill in the **Total end of page totals** on the front grid of the written paper.

Please Note:

All suggested actions should be marked keeping in mind that they are the suggestions of candidates generally aged 14-16 years.

Any suggested action, or solution to an issue presented by candidates should demonstrate positive attitudes in relation to themselves, other people, the environment and the wider world, otherwise the candidate scores 0.

Section 1

1. *Match Name and Activity*
- | | | |
|-----|---|----|
| (a) | Bono | 1M |
| | Campaigning against world debt | 1M |
| (b) | Aung San Suu Kyi | 1M |
| | Protesting peacefully for civil rights in Burma | 1M |
| (c) | Nelson Mandela | 1M |
| | Working for democracy in Africa | 1M |
| (d) | Adi Roche | 1M |
| | Caring for children in Chernobyl | 1M |
2. Any acceptable issue, topic related to each concept 1M x 7
3. *Complete the Sentences*
- | | | |
|-----|---------------------|----|
| (a) | Leinster House | 1M |
| (b) | Constitution | 1M |
| (c) | European Parliament | 1M |

Section 2

Answer any **THREE** of the questions numbered 1, 2, 3, 4.
Each question carries 14 marks.

1. *Give it a Swirl Day*
- | | | |
|-----|---|--------|
| (a) | A national day of volunteering | 1M |
| | It's about hands – on involvement rather than fundraising | 1M |
| | To offer once off volunteering opportunities which are good for them and the community | 1M |
| (b) | Any two acceptable activities from the brochure | 1M x 2 |
| (c) | Any two acceptable reasons from the brochure | 1M x 2 |
| (d) | ONE project YOUR CSPE CLASS could to do as part of the day | |
| | Name of Project (<u>not</u> from the list given) | 1M |
| | Description of Project | 2M |
| | Good 2M | |
| | Fair 1M | |
| (e) | <i>“To me an active citizen is one who is aware of what is happening around them and strives towards the common good. It is about accepting a responsibility to help others and being happy to contribute to improve the quality of life of those less fortunate than ourselves.” B Ahern</i> | |
| | Agree/Disagree | 1M |
| | Explanation | 3M |
| | Very good | 3M |
| | Good | 2M |
| | Fair | 1M |

| | | |
|-----------|--|--------|
| 2. | <i>Universal Declaration of Human Rights 60th Anniversary</i> | |
| (a) | 10 th Dec 1948 | 1M |
| | 30 | 1M |
| | Amnesty International | 1M |
| (b) | The original 30 articles of the Declaration | 1M |
| (c) | First word plus explanation | 1M |
| | Second word plus explanation | 1M |
| (d) | Description of event | 2M |
| | Good 2M | |
| | Fair 1M | |
| | Slogan | 2M |
| | Good 2M | |
| | Fair 1M | |
| (e) | TWO actions that the YOUR SCHOOL could take to promote awareness of people whose rights are being denied | |
| | First Action | 1M |
| | Explanation | 1M |
| | Second Action | 1M |
| | Explanation | 1M |
| 3. | <i>Tips from Change.ie</i> | |
| (a) | Any three things from the information on the website | 1M x 3 |
| | Recycle it | 1M |
| (b) | Can damage our water supplies | 2M |
| (c) | Reduce, Re-use | 1M x 2 |
| (d) | ONE action that THE DEPARTMENT OF THE ENVIRONMENT could take to encourage people in Ireland to recycle more | |
| | Name of Action | 1M |
| | Description of Action | 2M |
| | Good 2M | |
| | Fair 1M | |
| (e) | <i>“Over half the contents of your dustbin could be recycled or turned into compost. At present we recycle less than one quarter of our domestic waste.” R Hough</i> | |
| | Statement of message | 3M |
| | Very good | 3M |
| | Good | 2M |
| | Fair | 1M |

4. *The Niall Mellon Township Trust*
- | | | |
|-----|---|----------|
| (a) | The poverty he saw in the township 2002 | 1M 1M |
| | Build houses in the townships | 1M |
| (b) | Any three challenges from the information leaflet | 1M x 3 |
| (c) | Any Appropriate Statement explaining the importance of the involvement of the local community | 2M |
| (d) | Name of Activity | 1M |
| | Description of Activity | 1M |
| (e) | TWO actions YOUR COMMUNITY could take that would help this teacher to go to South Africa | |
| | First Community Action | 1M |
| | Description | 1M |
| | Second Community Action | 1M |
| | Description | 1M |

Section 3

Answer **ONE** of the questions numbered 1, 2, 3, 4 below.
Each question carries 20 marks.

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 your class would set up to undertake this action* **6M**

Name 1M + Description 1M x 3

- (b) *Name **FOUR** different things you would include in the booklet and explain why they would help new First Years* **8M**

Name 1M + Explanation 1M x 4

- (c) *Name and explain **TWO** skills you would use while producing this booklet* **6M**

Name 1M x 2

Explanation 2M x 2

| | | |
|------|---|---|
| Good | = | 2 |
| Fair | = | 1 |
| Poor | = | 0 |

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 **6M**

2M x 3AS

Good = 2
Fair = 1
Poor = 0

- (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 **8M**

Name: 2M

Task description: 2M x 3AS

Good = 2
Fair = 1
Poor = 0

- (c) Name and describe **THREE** other actions that your **SCHOOL** could take to help prevent text bullying **6M**

Name: 1M x 3

Description 1M x 3AS

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 task **6M**

Description of work: 2M x 3AS

Good = 2
Fair = 1
Poor = 0

- (b) Name **TWO** areas you would ask the candidate to talk about and give reasons why you selected each of these areas. **8M**

Name of area 1M x 2

Reasons for selection 3M x 2AS

Very Good = 3
Good = 2
Fair = 1
Poor = 0

- (c) Explain **THREE** reasons why it is important for Irish citizens to vote in local elections **6M**

Statement of reason 2M x 3AS

Good = 2
Fair = 1
Poor = 0

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 'CCTV Reduces Crime' **6M**

ONE argument in favour 3M
ONE argument against 3M

Both graded: Very good = 3
Good = 2
Fair = 1

(b) Name ONE action that you could undertake to find out how students in your school feel about CCTV. Name TWO committees that you would set up in order to carry out your action. After you have carried out the action, what would you do with your findings **8M**

Name of action 1M
Name TWO committees 2M x 2
Use of findings 3M

Very good = 3
Good = 2
Fair = 1
Poor = 0

(c) Design a Poster to show students in your school how you feel about CCTV cameras and include a slogan which will show students your opinion on the use of CCTV cameras in your town **6M**

Poster Criteria: poster must show personal feeling about CCTV cameras

Very good = 3
Good = 2
Fair = 1
Poor = 0

Slogan Criteria: slogan must show personal feeling about CCTV cameras

Very good = 3
Good = 2
Fair = 1
Poor = 0

Note: In the case of a candidate who has a scribe for the paper or who presents a taped exam paper with a scribe, the following applies:

If the graphic gets a full 3 marks, these are awarded. However, if the candidate scores less than 3 then this part of the question is disregarded and the marks are allocated in total to the slogan.

Use the following scale: Very good slogan = 5 – 6
Good slogan = 3 – 4
Fair slogan = 1 – 2
Poor slogan = 0

Criteria: slogan must show personal feeling about CCTV cameras

MARKING REPORTS ON ACTION PROJECTS - 2009

- Each candidate must write the RAP in his/her own words
- The candidate must follow the format of the report in the order presented in the Department of Education and Science's Pro Forma Booklet
- Misplaced answers will not score.
- Candidates must not include any additional inserts.

Assessment Criteria and Marking of the Report on an Action Project

SECTION 1.

Title 3 marks

SECTION 2.

Introduction

(a) Concept 4 marks
(b) Reason 4 marks

SECTION 3.

Activities Undertaken

(a) Communication with people 4 marks
(b) List of activities and description 15 marks
(c) Description of particular activity 15 marks
(d) Skills applied 15 marks

SECTION 4.

Summary of Information 30 marks

SECTION 5.

Reflections 30 marks

Total 120 marks

A REPORT ON AN ACTION PROJECT

Page 2; first page read, last page marked

SECTION 1. Title

A clear, unambiguous and relevant title

(3 marks)

The examiner should be able to confirm the suitability of the title having read, listened to or viewed the Report completely.

| MARK (2) | CRITERIA |
|----------|--|
| 0 | Irrelevant or no title given or titles such as My CSPE Action Project |
| 1 | Broad general title with little indication of what the Action project was about |
| 2 | Explicitly indicates the nature and subject of the Action Project. |

Types of action ticked

| MARK (1) | CRITERIA |
|----------|---------------------|
| 1 | Relevant box ticked |

Section 2: Introduction

(8 marks)

(a) Concept

4 marks

| MARK (1) | CRITERIA |
|----------|---------------------|
| 1 | Relevant box ticked |

Explanation of how the Action Project was based on the concept(s) ticked

| MARK (3) | CRITERIA |
|----------|--|
| 0 | Action Project (AP) is not relevant to CSPE or no link stated |
| 1 | Box ticked but only vague link to concept stated |
| 2 | <ul style="list-style-type: none">- An explanation that is relevant accurate but limited.- An explanation that is relevant to the AP but is not linked to the concept ticked.- No box ticked but the explanation is relevant to the AP |
| 3 | <ul style="list-style-type: none">- A clear, relevant explanation of how the AP was based on ONE of the concept(s) ticked. |

(b) Reason

4 marks

| MARK (4) | CRITERIA |
|----------|---|
| 0 Marks | No valid reason stated |
| 2 Marks | A vague reason as to why the particular Action Project was undertaken |
| 4 Marks | One clearly stated reason relevant to the Action Project undertaken |

SECTION 3: Activities Undertaken

(49 marks)

(a) The people communicated with

(1 mark)

| MARK (1) | CRITERIA |
|----------|---------------------|
| 1 Mark | Relevant box ticked |

Explanation on communication with people (3 marks)

| MARK (3) | CRITERIA |
|----------|--|
| 0 Marks | No clear connection the people ticked ✓ |
| 1 Mark | Vague connection to the people ticked ✓ |
| 2 Marks | - No box ticked ✓ but explanation is relevant to the people communicated with in the Action Project - An explanation that is relevant to the people communicated with in the Action Project but is not linked to the person/people ticked ✓ |
| 3 Marks | A clear and relevant link between ONE person/people ticked ✓ and the particular Action Project undertaken |

(b) This section should **list** and briefly describe different **activities** undertaken during the course of the Action Project... [15 marks]

| MARK (15) | CRITERIA |
|-----------------------|---|
| 0 – 6 | Little or no evidence of activities undertaken and poor description |
| 7 – 10 | Reasonable evidence of activities undertaken and reasonable description |
| 11 – 15 | Very clear evidence of activities undertaken and clear description |
| <u>NOTE:</u> 6 | Where a candidate presents only a list of activities (minimum of two activities) with no description then the maximum mark they can receive is 6 |

(c) & (d) Here each student should also provide a more **detailed account of one particular task/activity** that he/she initiated or undertook and identify and describe how at least **two skills** were applied in undertaking the task/activity described in (c).

Note: if a candidate does not score in Section (c) then s/he cannot score in Section (d)

| (c) Detailed Account | | (d) Application of 2 Particular Skills | |
|-----------------------------|---|---|------------------------------------|
| MARK (15) | CRITERIA | MARK (15) | CRITERIA |
| 0 – 2 | poor description of ONE particular task/activity | 0 – 2 | poor or no evidence of application |
| 3 – 6 | fair description of ONE particular task/activity | 3 – 6 | fair evidence of application |
| 7 – 10 | good description of ONE particular task/activity | 7 – 10 | good evidence of application |
| 11 – 15 | Very good description of ONE particular task/activity | 11 – 15 | very good evidence of application |

Note: Where a candidate presents only one skill in (d) then the maximum mark they can score under ‘application of particular skills’ is 8

SECTION 4: Summary

This section should summarise five pieces of information/facts that the student has found out about the **subject** of the Action Project. (30 marks)

5 x 6 marks awarded on an Appropriate Fact basis.

The *subject* of the Action Project is the concept, issue or theme of the Action Project indicated in the Title and the link to the CSPE concept ticked.

An Appropriate Fact is

- (i) A valid fact relevant to the subject of the Action Project (AP)
- (ii) 2 or 3 tentative facts relevant to the subject of the AP
- (iii) An explanation of a term or concept relevant to the subject of the AP
- (iv) 2 or 3 statements that are marginal to the subject of the AP
- (iv) A relevant illustration (e.g. pie chart or bar chart)
- (v) Results of a survey presented in statistical form.

Notes:

- 3 marks may be awarded **ONLY** to a final incomplete Appropriate Fact.
- Where facts are linked within a point, they merit **ONE** Appropriate Fact, ie 6 marks.
- Biographical, historical, geographical, scientific, medical detail, each merits **ONLY ONE** Appropriate Fact.

SECTION 5: Reflections

In this Section a student should show his/her **own thinking/reflection** on the Action Project undertaken and should outline the **reasons** why s/he thinks this way, within the context of the Action Project. (30 marks)

Reflection 3 x 3 marks awarded on Appropriate Statement basis 9 marks

Reasons 3 x 3 marks 9 marks

Overall Mark 12 marks

| | |
|-----------|---|
| Poor | 0 – 2 (no development of points made) |
| Fair | 3 – 5 (attempt at some development) |
| Good | 6 – 8 (a good attempt, but imbalanced and limited) |
| Very Good | 9 – 12 (independent thinking, new ideas, poses questions etc) |

An Appropriate Statement is

- (i) A valid reflection, argument, explanation, interpretation, comment, Judgement relevant to the subject/process/skills of the Action Project.**
- (ii) Two or three tentative statements**
- (iii) A relevant recommendation or suggestion.**

Appropriate Statements presented here **must** relate to the CSPE concept/unit/theme and be in keeping with the human rights and social responsibility perspective of CSPE

Note: 1 These Appropriate Statements may refer to the **process** engaged in and/or the **subject** of the Action Project and/or the **skills** developed/used in the course of the Action Project.

Note: 2 The reason & reflection must always be together.

Note: 3 If **no reasons** are mentioned, the maximum Overall Mark is **8**

MARKING COURSE WORK ASSESSMENT BOOKS.

Civic, Social & Political Education 2009

- In the Course-work Assessment Book the candidate will report on a course-work module which s/he has completed
- The Course-work Assessment Book has a Compulsory section for reporting on the Action Project. This is Section 4 of the book.
- The Action Project component must relate to the specific module
- A candidate can give a detailed description of a particular activity or skill ONCE only in the entire Course-work Assessment Book. This is important in the reporting on *Things I have done: an Account of three classes that form part of the Module* and on the *Account of the Action Project* pages. The same activity or skill may not be used to answer several sections of the Course-work Assessment Book.

Assessment Criteria and Marking of the Course-work Assessment Book

SECTION 1.

| | | |
|-------|---------|---|
| Title | 3 marks | 3 |
|-------|---------|---|

SECTION 2

| | | |
|---|---------|---|
| What my course-work module was about | 7 marks | 7 |
|---|---------|---|

SECTION 3.

Things I have done

| | | |
|----------------|---------------|----|
| One class | 2+8+5+5 marks | |
| A second class | 2+8+5+5 marks | |
| A third class | 2+8+5+5 marks | 60 |

SECTION 4.

Things I have done

| | | |
|----------------|-------------------|----|
| Action Project | 3 +3 +8+8+8 marks | 30 |
|----------------|-------------------|----|

SECTION 5.

| | | |
|-------------------------|----------------|----|
| Something I have to say | 2 +8 +10 marks | 20 |
|-------------------------|----------------|----|

| | | |
|----------------------------|--|------------|
| Total overall score | | 120 |
|----------------------------|--|------------|

COURSE-WORK ASSESSMENT BOOK

SECTION 1.

TITLE

(3 marks)

| MARK (3) | CRITERIA |
|-----------------|--|
| 0 | Irrelevant or no title given or titles such as My CSPE Course-work Module |
| 1 | Broad, vague title with little indication of what the Course-work Module was about |
| 2 | General indication of what the Course-work Module was about. |
| 3 | Clearly indicates what the Course-work Module was about. |

SECTION 2.

What my course-work module was about

(7 marks)

5 pieces of information required for full marks, may include reference to the Action Project undertaken.

| MARK (7) | CRITERIA |
|----------------------|--|
| 0 | Repeats title only |
| 2 + 2 + 1+1+1 | Refers to 5 different components of the course-work module |

SECTION 3: Things I have done

(20 marks x 3)

3.1. One Class (4 parts to complete - 2 + 8 + 5 + 5)

3.2. A Second Class (4 parts to complete - 2 + 8 + 5 + 5)

3.3. A Third Class (4 parts to complete - 2 + 8 + 5 + 5)

A) Main topic

| MARK (2) | CRITERIA |
|-----------------|---|
| 0 | No topic mentioned or irrelevant title given to topic |
| 2 | Main topic stated |

B) Short Description

| MARK (8) | CRITERIA |
|-----------------|---|
| 0 – 2 | Poor description of what took place |
| 3 – 5 | Reasonable description of what took place |
| 6 – 8 | Clear description of what took place |

C) One important thing I learned

| MARK (5) | CRITERIA |
|-----------------|------------------------------------|
| 0 – 2 | Poor statement of what was learnt |
| 3 – 5 | Clear statement of what was learnt |

D) Made this interesting

| MARK (5) | CRITERIA |
|-----------------|--|
| 0 – 2 | Poor explanation of what made the class interesting |
| 3 – 5 | Clear explanation of what made the class interesting |

This marking scheme is applied to all three accounts of classes described.

Remember: repetition does not score.

SECTION 4: Things I have done: Action Project

Action Project (5 parts to complete - 3 + 3 + 8 + 8 + 8)

30 marks

4.1) Title of Action Project

| MARK (3) | CRITERIA |
|-----------------|------------------------------|
| 0 | No title or irrelevant title |
| 1 | Vague title |
| 2 | General title |
| 3 | Clear and relevant title |

4.2) Reason for Action Project

| MARK (3) | CRITERIA |
|-----------------|--|
| 0 – 1 | Poor explanation of reason for Action Project. |
| 2 – 3 | Clear explanation of reason for Action Project |

4.3) Description of one Activity

| MARK (8) | CRITERIA |
|-----------------|-------------------------------|
| 0 – 2 | Poor detail of activity |
| 3 – 5 | Reasonable detail of activity |
| 6 – 8 | Clear detail of activity |

4.4) Two things learnt from Action Project

| MARK (2 x 4 = 8) | CRITERIA |
|-------------------------|----------------------------------|
| 0 – 2 | Poor statement of things learnt |
| 3 – 4 | Clear statement of things learnt |

4.5) One skill I used while doing this Action Project

(a) One skill clearly stated

2 Marks

(b) Description of how skill was used

| MARK | CRITERIA |
|--------------|------------------------------------|
| 0 – 2 | Poor evidence of application |
| 3 - 4 | Reasonable evidence of application |
| 5 – 6 | Clear evidence of application |

Note: If the skill is stated within the description in 4.5(b) only, apply marks for description to maximum of 6 marks.

SECTION 5: Something I have to say

Something to say 2+8+10 marks

(20 marks)

Issue

An issue can relate to a topic, theme or the learning process etc.

| MARK (2) | CRITERIA |
|-----------------|-------------------------------|
| 0 | No issue stated or irrelevant |
| 1 | Vague statement of issue |
| 2 | Issue clearly stated |

Views on issue

| MARK (8) | CRITERIA |
|-----------------|--|
| 0 – 2 | Poor expression of views on issue selected |
| 3 – 5 | Attempts to express views with some supporting comment |
| 6 – 8 | Clear expression and development of views |

What can be done

| MARK (10) | CRITERIA |
|------------------|--|
| 0 – 3 | Poorly expressed or unrealistic action idea(s) |
| 4 – 7 | Reasonably expressed idea(s) for action with some possibility of achievement |
| 8 – 10 | Clearly expressed action idea(s) of an achievable nature |