



**Coimisiún na Scrúduithe Stáit**  
*State Examinations Commission*

# **JUNIOR CERTIFICATE 2008**

## **MARKING SCHEME**

### **CIVIC, SOCIAL AND POLITICAL EDUCATION**

#### **COMMON LEVEL**

**MARKING PROCEDURES FOR THE WRITTEN PAPER, 2008**

1. The procedure for marking will consist of:
  - Careful reading and analysis of all the answers
  - Allocation of marks to the elements of answers according to the agreed scheme.
  
2. **Elements**
  - (a) **Facts**
    - (i) Candidate correctly identifies visually presented data
    - (ii) Candidate states 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) Read and mark all answers, even excess, repeat or cancelled. The answer gaining most marks is accepted.

**Please Note:**

All suggested actions should be marked.

**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.**

**Section 1.**

**1.**

*Ministers and Government Departments*

- |     |              |    |
|-----|--------------|----|
| (a) | Brian Cowen  | 2M |
| (b) | Mary Harney  | 2M |
| (c) | Mary Hanafin | 2M |
| (d) | John Gormley | 2M |

Note: Correct surname acceptable for full marks

**2.**

*Multiple Choice*

- |     |                |    |
|-----|----------------|----|
| (a) | Ban Ki-Moon    | 1M |
| (b) | 43             | 1M |
| (c) | Strasbourg     | 1M |
| (d) | Leinster House | 1M |

**3.**

*Complete the Sentences*

- |     |                      |    |
|-----|----------------------|----|
| (a) | Polling Station      | 1M |
| (b) | Referendum           | 1M |
| (c) | Tánaiste             | 1M |
| (d) | Ceann Comhairle      | 1M |
| (e) | President of Ireland | 1M |
| (f) | Harp                 | 1M |

## Section 2.

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

### 1. Fairtrade

- (a) A better deal for Third World Producers 1M

*Two of the following answers* 1M+1M

- Paying a fairer price
- Buying directly from producers
- Paying a bonus on top of the minimum price to enable community development
- Trading on a long term basis, enabling producers to plan for the future

- (b) Oxfam Ireland 1M

- (c) Any **TWO** Fairtrade products, excludes electrical, mechanical goods 1M+1M

- (d) Describe **TWO** actions **YOUR CSPE CLASS** could take to promote Fairtrade products in your school

Any **Appropriate Statement** 2M+2M

This might refer to **TWO** of the following:

- produce posters about Fairtrade products and/or Fairtrade outlets,
- hold a Fairtrade event such as having a speaker to the school
- give out free samples of Fairtrade products to let people know what's available
- etc

**Note:** *Fundraising to promote Fairtrade is not an acceptable answer*

Good answer 2M

Fair answer 1M

If action is named only Max 1M

- (e) *“Before you finish eating your breakfast this morning, you’ve depended on more than half the world. This is the way our universe is structured. We aren’t going to have peace on earth until we recognise this basic fact....” ML King*

Any **Appropriate Statement** 4M

This might refer to **ONE** of the following:

- We/people all over the world are connected.
- We/people all over the world are interdependent
- Things we use come from/are made all over the world
- Peace/war is affected by a lack of awareness about interdependence
- Conflict can arise from an imbalance in trade.
- No one country can sustain itself etc.

Very good answer = 4M

Good answer = 3M

Fair answer = 2M

Poor answer = 1M

2. *Ombudsman for Children Ballot*

- (a) Emily Logan 1M  
The Ombudsman for Children's Act, 2002 1M  
To promote and **protect** the **rights** and interests of **children** and  
young people under the age of 18. 1M

- (b) Promoting children's rights, research and policy, complaints  
and investigations 1M  
oco@oco.ie 1M

- (c) Any **THREE Appropriate Statements** 1M+1M+1M

- (d) Name **TWO** actions that YOUR SCHOOL could take to hear  
the opinions of students 1M+1M  
Any **TWO Appropriate Statements** 1M+1M  
These might refer to **TWO** of the following:  
  - Setting up Student Council, Student/Staff forum, Focus Groups,  
Prefect system
  - doing a Survey
  - putting up a notice board
  - holding special assembly
  - having meetings between students with Class Tutors/Year Heads,  
etc.

- (e) **Describe TWO** activities that the **IRISH GOVERNMENT** could  
organise to make sure that the voices and opinions of young people are  
heard.

Any **TWO Appropriate Statements** 2M+2M

- These might refer to **TWO** of the following:  
  - Encourage presentations to Dáil Committees and listen to what  
young people have to say
  - find ways of meeting with young people like going into schools  
and youth clubs to talk to them
  - invite young people to meet and talk about their ideas on laws and  
rules;
  - send out questionnaires to young people asking them to their  
opinions on important topics etc.

Good answer 2M  
Fair answer 1M  
If action is named only Max 1M

3. Bin It Campaign

- (a) Gum dropping/Gum waste/Gum litter **1M**  
[chewitbinit.com](http://chewitbinit.com) **1M**  
To find out how people in your area feel about gum disposal **1M**
- (b) Chew (ii) Wrap (iii) Bin **1M+1M+1M**
- (c) Apart from litter name **TWO** other environmental problems in Ireland  
Any **Appropriate Statement** **1M+1M**  
This might include reference to **TWO** of the following: pollution, water quality, landfill/dumps, carbon emissions, incinerators, traffic congestion, illegal dumping, overuse of non-renewable resources, burning rubbish etc.
- (d) **TWO** actions that **YOUR CSPE CLASS** could take to help reduce litter in your school  
Any **Appropriate Statement** **1M+1M**  
This might name **TWO** of the following:
- organize an anti-litter day
  - run a campaign
  - install more litter bins
  - run competitions for tidiest room
  - put up posters to remind people
  - have an environmental audit, etc.
- (e) **TWO** actions the **GOVERNMENT** could take to help reduce the problem of litter in Ireland.  
Any **Appropriate Statements** **1M+1M**  
Thses might name **TWO** of the following:
- Encourage more recycling
  - increase number of litter wardens
  - set up education programmes
  - fund County Councils to provide more litter services/bins
  - increase fines for littering, etc.

**Explanations**

Any **Appropriate Statements** **1M+1M**  
These must explain how this action will be undertaken

4. *Self Help in Eritrea*

- (a) Self Help 1M  
15,000 1M
- (b) There was a water shortage/price of water 1M  
It put in a generator and pump into the town's main spring 1M  
There is more water available, public water is available, 2M  
there is an alternative to the traders, etc
- (c) Any **Appropriate Statements** 1M+1M  
These might name **TWO** of the following: Trocaire, Concern, Goal, Gorta, 80:20, Christian Aid, Bothar, UNICEF, Oxfam Ireland, Suas, Irish Red Cross, etc.
- (d) Any **Appropriate Statement** 2M  
This might suggest **ONE** of the following:  
  - Will allow poor countries to spend money on other things such as health care, food, irrigation, education, infrastructure etc
  - They won't be constrained by the debt.

Good answer	2M
Fair answer	1M
- (e) **TWO** actions **YOUR CSPE CLASS** could take to help a 2M+2M  
Community in the developing world apart from fundraising

Any **Appropriate Statements**

These might suggest **TWO** of the following:

- put up posters to let people know about the problems of a community in the Developing World
- lobby TDs/Government Ministers to use their power to make a difference
- sign petitions to show that you want something to be done
- collect non-perishable foods/clothes and get them shipped out to the community to help
- send out animals, seeds, plants, trees which would help people to help themselves/get started etc.

Good suggestion	2M
Fair suggestion	1M

**Section 3.**

**Answer ONE of the questions numbered 1, 2, 3, 4 below.**

**Each question carries 20 marks.**

**1. 40<sup>th</sup> Anniversary of the Death of Martin Luther King**

*Martin Luther King was assassinated in Memphis, Tennessee on 4<sup>th</sup> April 1968. He is famous for his human rights work for black people in the USA. Your CSPE class has decided to organise a talk from a guest speaker to mark the 40<sup>th</sup> anniversary of his death.*

- (a) *Design an invitation that you would send to parents and members of your community, inviting them to this talk. You should include at least **THREE** pieces of information parents and people in your community will need to know.* **6M**

Marking: 6 x 1M

**Invitation Criteria:** invite, parents/community, CSPE class, graphic

Any 3 X 1M

**Pieces of information:** time, date, venue, subject of the talk

Any 3 X 1M

- (b) *Name **THREE** groups that your CSPE class would have to set up in order to organise this event. Describe in detail the work each group* **6M.**

Marking: Mark on the **Appropriate Statement** principle  
**THREE** different groups

Marks: 3 ASs x 2M

If groups are named only	Max AS = 1
Description	2M

- (c) *Write an article for your school magazine explaining why it is important for students to support this event. Your article should include at least **THREE** reason.* **8M**

Marking: Mark on the **Appropriate Statement** principle  
**THREE** different reasons

Marks: 1<sup>st</sup> Reason x 2M

2<sup>nd</sup> Reason x 2M

3<sup>rd</sup> Reason x 2M

Overall Mark (OM) = 2 M Criteria: quality of reasons

Good = 2M

Fair = 1M



2. **International Women's Day**

*International Women's Day is celebrated on the 8<sup>th</sup> of March every year. Your CSPE class has decided to celebrate International Women's Day.*

- (a) *Write a short speech for a school assembly explaining why it is important to celebrate International Women's Day. You should give **TWO** reasons why your class thinks this is important* **6M**

Marking: Mark on the **Appropriate Statement** principle

**TWO** reasons why the campaign is important

Marks: 2AS x 3M

1<sup>st</sup> Reason = 3M

2<sup>nd</sup> Reason = 3M

Very Good = 3M

Good = 2M

Fair = 1M

- (b) *Design a Poster for display in your school. Write down **THREE** key pieces of information you would use in this poster.* **6M**

Marking: 6 x 1M

**Poster Criteria:** Nature of celebration, graphic, CSPE class, who is invited?

Any 3 X 1M

**Key pieces of information:** time, date, venue, subject

Any 3 x 1M

- (c) *Describe **THREE** tasks that your CSPE class would have to undertake in order to organise and run your International Women's Day celebration.* **8M**

Marking: Mark on the **Appropriate Statement** principle  
**THREE** tasks to organise and run the International Migrant's Day celebration.

Name/describe the nature of celebration being undertaken

1<sup>st</sup> Task = 2M

2<sup>nd</sup> Task = 2M

3<sup>rd</sup> Task = 2M

If tasks are named only, no description Max AS = 1M

Overall Mark (OM) = 2 M

Criteria: quality of task description

Good = 2M

Fair = 1M

3. **Motorway Development**

*The National Roads Authority (NRA) has announced that a new motorway is to be built. The route chosen crosses an area where important wildlife will be threatened. You and members of your community have decided to campaign for a different route for the new motorway.*

- (a) *Write a letter to your local Councillor objecting to the planned route through this important environmental site. In your letter make **THREE** arguments against the route that has been chosen.*

**6M**

Marking: 6 x 1M

**Letter Criteria:** to councillor, objection, subject matter 3 x 1M

**Arguments:** argument 1, argument 2, argument 3 3 x 1M

- (b) *Apart from letter writing, describe **THREE** different actions that could be taken as part of your campaign to have a different route for the motorway.*

**6M**

Marking: Mark on the **Appropriate Statement** principle

**THREE** different campaign actions

Marks: 3AS x 2M

1 <sup>st</sup> Action	2M
2 <sup>nd</sup> Action	2M
3 <sup>rd</sup> Action	2M

If action is named only, Max	1M
Description	2M

- (c) *Name and explain **TWO** skills that you would use while campaigning against the proposed motorway development.*

**8M**

Marking: Mark on the **Appropriate Statement** principle

Marks: 1M + 3M

Name of skill	1M
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For the description, use the following scale:

Good	=	3M
Fair	=	2M
Poor	=	1M

Accept: when, why, and how the skill might be used.

4. **International Year of Planet Earth**

2008 is UN International Year of Planet Earth. The UN hopes to raise awareness about climate change and sustainable development). Your CSPE class has decided to develop a website to raise awareness about these issues.

- (a) Name **TWO** environmental organisations that your CSPE class would contact to help you develop your understanding of climate change. Explain why you have chosen both organisations. **6M**

Marking: Mark on the **Appropriate Statement** principle  
**TWO** environmental organisations (2 x3M)

Marks: Name = 1M  
Description = 2M

Use the following scale:

Good = 2M  
Fair = 1M

- (b) Describe **THREE** features that you would put on your website showing what people could do to use the earth's resources more carefully today. **6M**

Marking: Mark on the **Appropriate Statement** principle

**THREE** different features

Marks: 3AS x 2m      1<sup>st</sup> Thing      2M  
   2<sup>nd</sup> Thing      2M  
   3<sup>rd</sup> Thing      2M

If thing is named only, Max 1M  
Description      2M

- (c) Write an introduction for the homepage of your website. Include a slogan and **TWO** pieces of information about the problems facing Planet Earth. **8M**

Marks: Introduction      2M  
   Slogan      2M  
   Information      2 x 2M

Use the following scale:

Good = 2M  
Fair = 1M

## MARKING REPORTS ON ACTION PROJECTS - 2008

- 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

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**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 <b>nature</b> and <b>subject</b> 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 marks	- Action Project (AP) is not relevant to CSPE or no link stated
1 mark	- Box ticked but only vague link to concept stated
2 marks	- An explanation that is relevant to the AP but is not linked to the concept ticked - An explanation that is accurate relevant but limited. -No box ticked but the explanation is relevant to the AP
3 Marks	- 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]**

<b>MARK (1)</b>	<b>CRITERIA</b>
1	Relevant box ticked

Explanation on communication with people **[3 marks]**

<b>MARK (3)</b>	<b>CRITERIA</b>
0 marks	-No clear connection to 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 within the Action Project, but is not linked to the person/people ticked✓ - An explanation that is accurate and relevant but limited in relation to the Action Project and the 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]**

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

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

<b>Reflection</b>	3 x 3 marks awarded on Appropriate Statement basis	9 marks
<b>Reasons</b>	3 x 3 marks	9 marks
<b>Overall Mark</b>		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 2008

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- **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
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### SECTION 2

What my course-work module was about	7 marks	7
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### 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
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### SECTION 5.

Something I have to say	2 +8 +10 marks	20
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<b>Total overall score</b>		<b>120</b>
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# 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**

<b>MARK (2)</b>	<b>CRITERIA</b>
<b>0</b>	No topic mentioned or irrelevant title given to topic
<b>2</b>	Main topic stated

### **B) Short Description**

<b>MARK (8)</b>	<b>CRITERIA</b>
<b>0 – 2</b>	Poor description of what took place
<b>3 – 5</b>	Reasonable description of what took place
<b>6 – 8</b>	Clear description of what took place

### **C) One important thing I learned**

<b>MARK (5)</b>	<b>CRITERIA</b>
<b>0 – 2</b>	Poor statement of what was learnt
<b>3 – 5</b>	Clear statement of what was learnt

### **D) Made this interesting**

<b>MARK (5)</b>	<b>CRITERIA</b>
<b>0 – 2</b>	Poor explanation of what made the class interesting
<b>3 – 5</b>	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**

<b>MARK (3)</b>	<b>CRITERIA</b>
<b>0</b>	No title or irrelevant title
<b>1</b>	Vague title
<b>2</b>	General title
<b>3</b>	Clear and relevant title

### **4.2) Reason for Action Project**

<b>MARK (3)</b>	<b>CRITERIA</b>
<b>0 – 1</b>	Poor explanation of reason for Action Project.
<b>2 – 3</b>	Clear explanation of reason for Action Project

### **4.3) Description of one Activity**

<b>MARK (8)</b>	<b>CRITERIA</b>
<b>0 – 2</b>	Poor detail of activity
<b>3 – 5</b>	Reasonable detail of activity
<b>6 – 8</b>	Clear detail of activity

### **4.4) Two things learnt from Action Project**

<b>MARK (2 x 4 = 8)</b>	<b>CRITERIA</b>
<b>0 – 2</b>	Poor statement of things learnt
<b>3 – 4</b>	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

<b>MARK</b>	<b>CRITERIA</b>
<b>0 – 2</b>	Poor evidence of application
<b>3 - 4</b>	Reasonable evidence of application
<b>5 – 6</b>	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.

<b>MARK (2)</b>	<b>CRITERIA</b>
<b>0</b>	No issue stated or irrelevant
<b>1</b>	Vague statement of issue
<b>2</b>	Issue clearly stated

### **Views on issue**

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

### **What can be done**

<b>MARK (10)</b>	<b>CRITERIA</b>
<b>0 – 5</b>	Poorly expressed or unrealistic action idea(s)
<b>4 – 7</b>	Reasonably expressed idea(s) for action with some possibility of achievement
<b>8 – 10</b>	Clearly expressed action idea(s) of an achievable nature