



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

**Leaving Certificate 2018**

**Marking Scheme**

**Politics and Society**

**Higher Level**

## **Note to teachers and students on the use of published marking schemes**

Marking schemes published by the State Examinations Commission are not intended to be standalone documents. They are an essential resource for examiners who receive training in the correct interpretation and application of the scheme. This training involves, among other things, marking samples of student work and discussing the marks awarded, so as to clarify the correct application of the scheme. The work of examiners is subsequently monitored by Advising Examiners to ensure consistent and accurate application of the marking scheme. This process is overseen by the Chief Examiner, usually assisted by a Chief Advising Examiner. The Chief Examiner is the final authority regarding whether or not the marking scheme has been correctly applied to any piece of candidate work.

Marking schemes are working documents. While a draft marking scheme is prepared in advance of the examination, the scheme is not finalised until examiners have applied it to candidates' work and the feedback from all examiners has been collated and considered in light of the full range of responses of candidates, the overall level of difficulty of the examination and the need to maintain consistency in standards from year to year. This published document contains the finalised scheme, as it was applied to all candidates' work.

In the case of marking schemes that include model solutions or answers, it should be noted that these are not intended to be exhaustive. Variations and alternatives may also be acceptable. Examiners must consider all answers on their merits, and will have consulted with their Advising Examiners when in doubt.

## **Future Marking Schemes**

Assumptions about future marking schemes on the basis of past schemes should be avoided. While the underlying assessment principles remain the same, the details of the marking of a particular type of question may change in the context of the contribution of that question to the overall examination in a given year. The Chief Examiner in any given year has the responsibility to determine how best to ensure the fair and accurate assessment of candidates' work and to ensure consistency in the standard of the assessment from year to year. Accordingly, aspects of the structure, detail and application of the marking scheme for a particular examination are subject to change from one year to the next without notice.

In considering this marking scheme, the following should be noted:

- The detail required in any answer is determined by the context and the manner in which the question is asked and by the number of marks assigned to the response in the examination paper.
- Words, expressions or phrases must be correctly used in context and not contradicted, and where there is evidence of incorrect use or contradiction, the marks may not be awarded.
- As a general rule, if in doubt about the validity of any response, examiners must consult their advising examiner before awarding marks.
- The suggestions, examples etc. in the scheme are not exhaustive and alternative valid responses etc. are acceptable.

The procedure for marking consists of:

- Careful reading and analysis of all the responses
- Allocation of marks to the components according to the agreed scheme.

### **Marks for cohesion**

Marks for cohesion will be awarded on the basis of the structure, organisation of views and opinions, coherence, focus, context and clarity of the response.

## SECTION A

### Question 1

50 marks - 10 x 4 marks with 2 additional marks awarded to each of the first 5 items to which the highest mark was awarded, equating to  $[(5 \times 6) + (5 \times 4)]$ .

(a) Robert Nozick 2 marks

Libertarianism 2 marks

Alternative answers are possible and will be marked accordingly.

(b) (i) One valid explanation 2 marks

e.g.

- The Seanad goes against the most basic principal of a modern democratic electoral system – the principal of equality between citizens – ‘one person one vote’
- The Seanad has 60 members. The Taoiseach nominates 11 members, 6 are elected by university graduates and 43 in Seanad panel elections.

(b) (ii) One fact 2 marks

e.g.

- The vast majority of Bills originate from the Government and are passed by the Dáil first. They are then sent to the Seanad for **debate** and **consideration**
- Within 90 days, the Seanad may propose amendments, reject or pass a Bill. The Dáil has the power to over-ride the Seanad's rejection of a Bill.

Good description	2M
Fair description	1M
Irrelevant description	0M

**(c) (i) One fact**

**2 marks**

Universal: everyone is born with the same rights, they are said to belong to all humans in every society, they should accommodate all persons in the world equally.

**(c) (ii) One fact**

**1 mark**

Inalienable: "inability of something to be taken from or given away by the possessor", Human rights should not be taken away, except in exceptional situations and according to due process. Example: the right to liberty may be restricted if a person is found guilty of a crime by a court of law.

**(c) (iii) One fact**

**1 mark**

Indivisible: all human rights have equal status, and cannot be positioned in a hierarchical order.

Good description	2M
Fair description	1M
Irrelevant description	0M

**Note: If part (i) is awarded 1M or less mark part (ii) / (iii) out of 2M**

**(d) One valid reason**

**4 marks**

Very good description	3 - 4M
Good description	2M
Fair description	1M
Irrelevant description	0M

Irish national identity arises from the shared history and traditions of Irish people (these traditions are in flux, older ones are still vibrant in many areas, new ones are emerging). This identity could be positive or negative.

**Examples: Argument in favour**

- On the first page of the GAA's Official Guide it is claimed that those who play its games and who run the organisation see the GAA as "a means of consolidating our Irish identity".
- There is still a shared sense of identity amongst Irish people around the world e.g. demonstrated on St Patrick's Day, the growth of GAA clubs around the world and the interest in the Irish language and culture both in Ireland and around the world.
- Education has a powerful influence on shaping identity and in Ireland the majority of children attend schools where they learn a common curriculum and stories of what it means to be Irish.
- Imagined communities...

### Examples: Argument against

- Many of the things that defined what it means to be Irish are no longer shared by all – language, history, religious beliefs, etc.
- Ireland is becoming more multicultural - 17% of people resident in Ireland were born in other countries. 182 languages spoken in Ireland (CSO 2016). Now there are many Irish identities and not just one.
- The influence of travel and cultural globalisation – young people in Ireland may now share more in common with young people across the western world through music, etc. than with those living in the same town.

**(e) Paulo Freire** **1 mark**

Banking model of education **1 mark**

One valid reason **2 marks**

e.g.

- Teachers as depositors and students as receptors of information
- Students treated as objects (containers)
- Students required to memorise and repeat information possibly not having any understanding
- Banking method itself is a system of oppression and control.

Good description	2M
Fair description	1M
Irrelevant description	0M

**(f) Three relevant pieces of information to explain the function** **2 marks + 1 mark + 1 mark**

e.g.

- The Court applies the European Convention on Human Rights.
- Its task is to ensure that States respect the rights and guarantees set out in the Convention.
- It does this by examining complaints (known as “applications”) lodged by individuals or, sometimes, by States.
- Where it concludes that a member State has breached one or more of these rights and guarantees, the Court delivers a judgment finding a violation.

Good description	2M
Fair description	1M
Irrelevant description	0M

**Note: If the first function is awarded 1M or less mark the second / third function out of 2M**

**(g) (i) One advantage**

**2 marks**

Good description	2M
Fair description	1M
Irrelevant description	0M

e.g.

- The distribution of seats corresponds closely with the proportion of the total votes cast for each party.
- If a voter's first preference candidate is eliminated early in the counting process, their vote carries on. Their further preferences will be used and will contribute to the election of subsequent candidates.
- Gives representation to small parties and Independents.

**(g) (ii) One disadvantage**

**2 marks**

Good description	2M
Fair description	1M
Irrelevant description	0M

e.g.

- Possibly the PR-STV system is too candidate-focused and leads to localism i.e. TDs focusing on issues in their local area, rather than pursuing a national vision.
- produce unstable and internally divided coalition governments
- intra-party electoral competition
- personality politics / petrol pumps politics

**(h) Two consequences**

**2 marks + 2 marks**

Good description	2M
Fair description	1M
Irrelevant description	0M

e.g.

- Poverty cycle – benefits, renting, debt, stress, anxiety...
- Health care private / public, diet, exercise, poor choices and habits related to income
- Education outcomes - cultural capital of the parents, Irish College, grinds, home support and structures
- Crime and how people are handled / represented in the justice system

**(i) (i) One positive effect**

**2 marks**

Good description	2M
Fair description	1M
Irrelevant description	0M

e.g.

- mobility of goods, services, capital, technology, and people in the world economy as a whole
- increased national wealth,
- employment
- consumer choice
- lower prices due to competition

**(ii) One negative effect**

**2 marks**

Good description	2M
Fair description	1M
Irrelevant description	0M

e.g.

- If one country's economy crashes it has an impact on many others;
- frequently associated with increased inequality;
- exploitation of developing countries who avail of cheap labour,
- environmental consequences due to lack of regulation use of non-renewable resources and speed of economic growth
- Corporate tax avoidance
- MNCs

**(j) Two challenges**

**2 marks + 2 marks**

Good description	2M
Fair description	1M
Irrelevant description	0M

e.g.

- Equitable access
- The protection of public order and the security of the state
- Achieving benefits for the public sphere in terms of information flow, access, diversity and public participation
- Maintaining cultural standards and supporting the national or regional culture and language
- Respecting human rights of expression and protection from insult and prejudice
- Content regulation: preventing harm to society, especially by way of harm to children and young people from undesirable content; protecting individual rights to reputation, etc., preventing offence to individuals; avoiding harm to individuals from violent or perverted content.

**(k) (i)** Kathleen Lynch, Sylvia Walby...

**2 marks**

**(k) (ii) One reason**

**2 marks**

Good description	2M
Fair description	1M
Irrelevant description	0M

**e.g. Lynch**

- The affective domain of life (care, love and solidarity) is not valued because politics is male dominated and women do most of the caring work.
- Work in the home is seen as feminine and not profitable in the traditional masculine model of labour
- She says a rights-based approach tends to ignore the need for rights to be balanced with an ethic of care.

**e.g. Walby:**

- patriarchy operates in the private and the public sphere
- In the private (domestic) sphere women are forced to take responsibility for housework and care work.

**(l) Two impacts**

**2 marks and 2 marks**

Good description	2M
Fair description	1M
Irrelevant description	0M

**e.g.**

- Created fear and anger rather than focussing on rational or economic arguments
- Need to tack back control from the EU because membership was to blame and leaving the EU would solve all of these issues
- The Leave Campaign played on gut feelings around jobs being taken due to immigration, the subsequent drain on the NHS, and wage stagnation
- The Brexit campaign emphasised that the referendum would be a once in a life time opportunity to break away from Europe
- Many of our judgements and behaviour are directly influenced by feelings of liking or disliking rather than rational consideration.

## SECTION B

150 marks (15 marks + 15 marks + 30 marks + 25 marks + 25 marks + 40 marks)

(a) Significance of the term 'locked-in'

10 marks + 5 marks

Two pieces of information: 5 marks (X 2)

Very good description	4 - 5M
Good description	2 - 3M
Fair description	0 - 1M

Cohesion: 5 marks

Very good	4 - 5M
Good	2 - 3M
Fair	0 - 1M

Answers must make reference to the following:

- how some of the effects of climate change **cannot now** be averted through policy or action
- a certain amount of climate change is now **inevitable** due to **human actions** in the past.

(b) The future of Ethiopia

10 marks + 5 marks

Two pieces of information: 5 marks (x 2)

Very good description	4 - 5M
Good description	2 - 3M
Fair description	0 - 1M

Cohesion: 5 marks

Very good	4 - 5M
Good	2 - 3M
Fair	0 - 1M

Answers must make reference to the following:

- Ethiopia faces a challenging future in which its **reliance on agriculture** will make it very **vulnerable** to the effects of climate change
- It will face worsening difficulties with access to water, increased occurrence of **drought**, large **decreases / reductions** in staple cereal crops, and increased vulnerability to disease
- It will rely heavily on the actions of **other countries** to mitigate against these risks. It needs other countries **to reduce their carbon emissions** to ensure that it has a future.

**(c) Human impact on a developed country and a developing country**

**30 marks**

**Developed country**

**Two pieces of information: 5 marks (x 2)**

Very good description	4 - 5M
Good description	2 - 3M
Fair description	0 - 1M

**Cohesion: 5 marks**

Very good	4 - 5M
Good	2 - 3M
Fair	0 - 1M

**Developing country**

**Two pieces of information: 5 marks (x 2)**

Very good description	4 - 5M
Good description	2 - 3M
Fair description	0 - 1M

**Cohesion: 5 marks**

Very good	4 - 5M
Good	2 - 3M
Fair	0 - 1M

**Developed country:**

Answers must make reference to the following:

- The impacts on Ireland listed in Document A include health, agriculture, coastal areas, ecosystems and the wider economy and society
- This document only refers to the **human impact in relation to health and the disruption to society**. There is **no detail** given in relation to what climate change will mean to human health.
- Climate change appears to be more of an inconvenience there is **no sense** that it has the potential to be life-threatening to people or communities in a developed country such as Ireland.

**Developing country:**

- In direct contrast the human impact of climate change on a developed country (Document B) is much greater
- This document tells us that 80% of Ethiopians live in rural areas where most of these **depend** on subsistence farming for survival which is seriously under **threat** from the reduction in the growing season due to less rainfall as a result of climate change
- It is projected that 39-55% of current coffee growing areas will cease to be viable due to climate change
- In this document the impact of climate change is clearly **life-threatening**.

**(d) Authorship and potential bias & relevance to policy and decision-makers**

**25 marks**

**Authorship**

<b>Two relevant points: 5 marks (x 2)</b>	Very good description	4 - 5M
	Good description	2 - 3M
	Fair description	0 - 1M

Authorship:

Answers must make reference to the following:

- The authorship of this publication is grounded in very credible **scientific research** undertaken by The Environmental Protection Agency (EPA)
- According to the document it is **linked** to other research funded by **other national bodies** including Met Éireann, the Office of Public Works, the Marine Institute and third level institutions
- It appears that the research has been carried out by **scientists and academics**.

**Potential bias**

<b>Two relevant points: 5 marks (x 2)</b>	Very good description	4 - 5M
	Good description	2 - 3M
	Fair description	0 - 1M

Potential bias:

Answers must make reference to at least two of the following:

- Because the EPA is funded by the Irish Government this report is **unlikely** to be too strident in its **criticism** of the Irish government
- Because of the funding source the tone of the publication is **less urgent** and it avoids alarming people
- Each of these organisations could probably benefit from further funding from the Irish Government and would **not want to jeopardise existing funding** structures.

**Relevance**

<b>One relevant point: 5 marks</b>	Very good description	4 - 5M
	Good description	2 - 3M
	Fair description	0 - 1M

Relevance to policy and decision-makers

Answers must make reference to at least one of the following:

- Research findings are very **general**, would need a lot more detail – **not enough facts and figures** in order to be of any; use to policy and decision-makers
- **No methodologies** outlined / described
- The fact that other organisations / agencies are involved means that potential policy makers may be able to seek more detailed data to make informed decisions relating to policy from the other agencies.

**(e) Integration of commentary with statistics**

**25 marks**

**Description of the statistics**

**2 X 5 marks**

Very good description	4 - 5M
Good description	2 - 3M
Fair description	0 - 1M

**Evaluation**

**2 X 5 marks**

Very good description	4 - 5M
Good description	2 - 3M
Fair description	0 - 1M

**Cohesion**

**5 marks**

Very good description	4 - 5M
Good description	2 - 3M
Fair description	0 - 1M

Answers may make reference to some or all of the following:

- Document B has struck a **good balance** between commentary and statistics
- It helps those who are not experts to **make sense** of the statistics
- Accessibility of data would be important to **an NGO such as Trócaire** involved in the developing world which tries to raise awareness about the developing world and to remind the developed world of its responsibilities
- **Highlights the most interesting results** of the data
- **Describes facts** not immediately visible when looking at data
- Explains the **meaning** or the context of the data
- Rather than repeating figures which a reader could extract himself from tables or graphs, the commentary **focuses the reader on the human impact of the statistics** while remaining objective.

**(f) Climate change is the greatest threat to human rights in the 21<sup>st</sup> century**

**40 marks**

**Three pieces of valid information: 3 x 10 marks**

Very good description	8 - 10M
Good description	5 - 7M
Fair description	2 - 4M
Weak description	0 - 1M

**Cohesion: 10 marks**

Very good	8 - 10M
Good	5 - 7M
Fair	2 - 4M
Weak	0 - 1M

The Universal Declaration of Human Rights doesn't cover the environment because human rights laws developed before our understanding of the environment.

- Climate change related phenomena directly and indirectly threaten the full and effective enjoyment of a range of human rights by people throughout the world, including **the rights to life, water and sanitation, food, health, housing, self-determination, culture and development.**
- **Further, the poorest countries in the world are also disproportionately affected by climate change, despite making the smallest contribution to its causes.**
- The cruel paradox of climate change is that it most gravely affects those people who have done least to contribute to it, notably children, women, disabled, and indigenous people.
- Globally more than 100 million people are at risk of **displacement as a result of climate change.** The threat to human rights is clear and the potential ramifications are devastating - **Climate refugees...**
- Climate change is increasing inequality and impacting territorial integrity and security as well as provoking the **forced displacement of people** and thus seriously affecting the human rights of people all over the world.
- Climate change will translate into **sea levels rising** resulting in significant land losses across coastal countries with huge ramifications for the people living in these areas and their human rights. Some island nations will even disappear altogether.

**Note: Candidates' responses may also disagree with the statement.**

## SECTION C

**Marking the discursive essay:**

1. Read the entire essay without allocating any marks.
2. Mark the essay using the marking criteria and total the marks.
3. Review total mark awarded using the grade band descriptors.
4. To finalise the total mark review again using the criteria.

## MARKING CRITERIA

	<b>Excellent</b>	<b>Very good</b>	<b>Good</b>	<b>Fair</b>	<b>Weak</b>
<b>Introduction (I)</b> 10 marks	Directly addresses, clarifies and contextualises the issue. <b>9 - 10</b>	Directly addresses and contextualises the issue. <b>7 - 8</b>	Issue is reasonably addressed with limited contextualisation. <b>5 - 6</b>	Issue is vaguely addressed with no contextualisation. <b>3 - 4</b>	Issue is vaguely or completely misunderstood. <b>0 - 2</b>
<b>Knowledge (K)</b> 20 marks	Clear and critical understanding. Extensive knowledge of the issue. <b>18 - 20</b>	A very good logical essay based on a comprehensive knowledge and understanding of the issue. No significant omissions or errors. <b>14 - 17</b>	A reasonable essay based on a basic knowledge but limited understanding of the issue. Contains minor omissions and errors. <b>10 - 13</b>	A confused essay based on a vague understanding of the issue. Contains major omissions and errors. <b>5 - 9</b>	A weak essay showing little or no knowledge of the issue. Information may be incorrect or contradictory. <b>0 - 4</b>
<b>Evidence (E)</b> 20 marks	Identifies and interrogates convincingly a broad range of relevant, authoritative and credible sources of evidence. <b>18 - 20</b>	Identifies and interrogates a sufficient range of relevant, authoritative and credible evidence. <b>14 - 17</b>	Identifies and interrogates a limited range of evidence with an over reliance on unsubstantiated data. <b>10 - 13</b>	Evidence presented is simplistic or confused. Evidence is only vaguely relevant to the topic. <b>5 - 9</b>	Little or no evidence presented / evidence is not relevant to the issue. <b>0 - 4</b>
<b>Analysis &amp; Synthesis (A)</b> 15 marks	An excellent argument based on a critical and perceptive analysis of the evidence. <b>13 - 15</b>	A very good argument based on a critical and perceptive analysis of the evidence. <b>10 - 12</b>	A good argument based on a basic analysis of the evidence. <b>7 - 9</b>	Argument is flawed with limited evidence of analysis / superficial analysis with significant inaccuracies. <b>4 - 6</b>	Argument is poorly constructed, confused or illogical. Analysis is poor. <b>0 - 3</b>
<b>Evaluation (V)</b> 15 marks	Comprehensively integrates comparative / alternative perspectives. Draws insightful, independent conclusions & confidently justifies own position. <b>13 - 15</b>	Very good integration of comparative / alternative perspectives into the argument. Draws very good independent conclusions & clearly justifies own position. <b>10 - 12</b>	Good integration of comparative / alternate viewpoints in to the argument. Draws independent conclusions & justifies own position. <b>7 - 9</b>	Limited comparative / alternative perspectives and viewpoints. Limited independent conclusions & justification of own position. <b>4 - 6</b>	No comparative perspectives or viewpoints. No independent conclusions or justification of own position. <b>0 - 3</b>
<b>Cohesion (C)</b> 20 marks	Organisation and management of views and opinions is excellent. Excellent focus and clarity throughout. Excellent construction. <b>18 - 20</b>	Organisation and management of views and opinion is very good. Very good focus and clarity throughout. Very good construction. <b>14 - 17</b>	Organisation and management of ideas is basic. Reasonable construction. <b>10 - 13</b>	Organisation and management of ideas is limited and confused. Poor construction. <b>5 - 9</b>	Essay lacks structure, organisation, coherence, focus, context and clarity. <b>0 - 4</b>

## ESSAY GRADE BANDS

H1 90 - 100 Marks	H2 80 - 89 Marks	H3 70 - 79 Marks	H4 60 - 69 Marks	H5 50 - 59 Marks	H6 40 - 49 Marks	H7 30 - 39 Marks	H8 0 - 29 Marks
<p>Response is coherent; well-structured and supported by relevant, accurate and varied evidence using comparative evidence.</p> <p>A thorough grasp of the requirements of the task is obvious as is understanding and independent thinking.</p> <p>Engagement with the topic is in-depth and judgements and conclusions offered are comprehensively justified.</p> <p>This answer exhibits detailed knowledge based on critical thinking, deep insight, sharp focus, accomplished argument and is supported by a range of evidence and sources.</p>	<p>Response focuses clearly and coherently on the question posed.</p> <p>Arguments are very well structured and unified supported by relevant, accurate and varied evidence.</p> <p>Points are very well organised and there is a very good coherent argument present using comparative viewpoints.</p> <p>There is very good critical engagement with the topic.</p> <p>Independent judgements and conclusions offered have very reasonable justification.</p>	<p>Response focuses clearly on the question set.</p> <p>The demands of the question are well understood.</p> <p>Points tend to be well supported by accurate and relevant evidence.</p> <p>Points are well organised and there is a coherent argument present.</p> <p>There is evidence of critical engagement with the topic and judgements and conclusions offered have reasonable justification.</p>	<p>Response shows a basic understanding of the question.</p> <p>Response reasonably addresses the question set.</p> <p>Knowledge of the issue is basic.</p> <p>Points made will be relevant and will be supported by some valid references and illustration.</p> <p>There may be a sense however, that some points are left to stand alone and are not fully integrated into a unified argument.</p> <p>There will be some judgements and conclusions offered with limited justification.</p>	<p>Response shows that the question is reasonably well understood.</p> <p>Knowledge of the issue is limited and answers make tentative points and use limited evidence that is valid and appropriate.</p> <p>Points made are limited and evidence is not developed into a forceful, unified argument.</p> <p>There is limited critical engagement with the topic resulting in answers which lack an integrated independent conclusion.</p>	<p>Response shows that the question is only partially understood.</p> <p>Response lacks clear focus and will tend to wander from the point or from point to point.</p> <p>Summary and repetition often take the place of discussion.</p> <p>Knowledge of the issue is very limited with very little evidence to support the points being made.</p> <p>There is very limited or no critical engagement with the topic.</p> <p>Judgements and conclusions offered are vague or personal with very limited justification.</p> <p>Re-reading may be necessary to discover meaning.</p>	<p>Response shows that the question has been partially understood and the response is poorly focused.</p> <p>A few valid points may be stated but not purposely linked to make an argument and there is no evidence to support any of the points made.</p> <p>There is no evidence of critical engagement with the topic.</p> <p>The candidate has not formed a judgement, drawn independent conclusions or offered justification for their own opinion or position.</p>	<p>Response shows that the question will be very poorly understood or completely misunderstood.</p> <p>A very poor answer which, at best, offers only fragmented pieces of information with little or no relevant points.</p> <p>No relevant arguments offered or evidence to support any claims made.</p> <p>Response is very poor and lacks focus and the reader is confused.</p> <p>Some points might be totally inaccurate or irrelevant to the question.</p>

**Note: Be careful not to penalise skilful brevity, nor to reward unwarranted length.**

## CITIZENSHIP PROJECT REPORT

### Rationale and research

- Explain how learning from the course affected the topic and course of action chosen. Justify the action chosen in light of the ideas studied in the course and available alternative actions.
- Give a clear account of the aims of the citizenship project, the means chosen to achieve those aims and the action plan. In the case of a group project, identify both the group's aims for the project and the aims that you had as an individual in order to fulfil your role.
- Provide a summary of research undertaken including the key research findings (data) which informed the action.
- Give sources of information that were used in deciding on your project and those which informed the work, such as web-based materials, literature, interviews, and other sources. Make sure you include full references in the *References and Bibliography* section at the end of the report.

### Execution of citizenship project

- Provide a summary of the actions undertaken in carrying out the project. In the case of a group project, distinguish clearly between group actions and your individual actions by using "we" or "I" as appropriate.
- Critically analyse the various elements of the action plan, including as appropriate any challenges encountered and how these challenges were dealt with.
- Describe the outcomes and impact of the project.

### Reflections on knowledge gained and skills developed

- Summarize key knowledge gained.
- Identify the skills that you developed, including judgement and decision-making skills, through engagement in the citizenship project, with particular reference to working with others and being personally effective. Be specific about how your work on the project developed those skills.
- Briefly explain the role that reflection, feedback from others, and learning from the course played in helping you to carry out the project.

## SECTION A

### Rational

15 marks

Must include:

- How learning from the course impacted on the course of action take
- Justification of the action taken
- Aims of the citizenship project (group / individual)
- An action plan setting out the means chosen to achieve those aims

Excellent	13 - 15M
Very Good	10 - 12M
Good	7 - 9M
Fair	4 - 6M
Weak	0 - 3M

### Research

20 marks

Must include:

- Summary of the research
- Research findings
- Sources of information and references / bibliography (Check p.10 for references & bibliography)

Excellent	17 - 20M
Very Good	13 - 16M
Good	9 - 12M
Fair	5 - 8M
Weak	0 - 4M

## SECTION B

**Section B: Execution of citizenship project** **45 marks**

**Summary of the actions undertaken (We / I)** **15 marks**

Excellent	13 - 15M
Very Good	10 - 12M
Good	7 - 9M
Fair	4 - 6M
Weak	0 - 3M

**Critical analysis of the action plan** **15 marks**

Excellent	13 - 15M
Very Good	10 - 12M
Good	7 - 9M
Fair	4 - 6M
Weak	0 - 3M

**Outcomes and impact of the project** **15 marks**

Excellent	13 - 15M
Very Good	10 - 12M
Good	7 - 9M
Fair	4 - 6M
Weak	0 - 3M

## SECTION C

**Summary of key knowledge** **4 marks**

Very Good	4M
Good	3M
Fair	2M
Weak	0 - 1M

**Skills** **4 marks**

Very Good	4M
Good	3M
Fair	2M
Weak	0 - 1M

**Role of reflection and feedback and learning from the course** **12 marks**

Very Good	10 - 12M
Good	7 - 9M
Fair	4 - 6M
Weak	0 - 3M

