



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Junior Certificate 2013

Marking Scheme

CIVIC, SOCIAL AND POLITICAL EDUCATION

Common 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.

MARKING PROCEDURES FOR THE WRITTEN PAPER, 2013 **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.

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. Bracket excess answers. Total the grid and subtract the excess.
- (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) The final cumulative total is the **end of page totals**.
- (ix) Fill in the **Total end of page totals** on the front grid of the written paper. This total and the total mark on the grid must be the same or all steps should be revisited

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. **Leaders**
- | | | |
|-----|---------------------|----|
| (a) | Michael D. Higgins | 2M |
| (b) | Barack Obama | 2M |
| (c) | Ban-Ki Moon | 2M |
| (d) | José Manuel Barroso | 2M |
2. **Complete the following Sentences**
- | | | |
|-----|-------------------|----|
| (a) | Independent | 1M |
| (b) | Leinster House | 1M |
| (c) | Budget | 1M |
| (d) | Citizens/Citizen | 1M |
| (e) | Returning Officer | 1M |
| (f) | Attorney General | 1M |
| (g) | Ireland | 1M |
3. **Match symbol with correct definition**
- | | | |
|----|---|----|
| 2. | C | 1M |
| 3. | D | 1M |
| 4. | A | 1M |

Section 2 .

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

1. **Paralympic Games**

- | | | |
|-----|---|------------------|
| (a) | 21 | 1M |
| | London | 1M |
| | Inspire a generation | 1M |
| (b) | Fair competition | 1M |
| (c) | Any TWO of the following factors | 2M + 1M |
| | Skill | Endurance |
| | Fitness | Tactical ability |
| | Power | Mental focus |
| (d) | First support a government can put in place e.g. legislation, funding, monitoring, research, implementation | 1M |
| | First explanation | 1M |
| | Second support a government can put in place | 1M |
| | Second explanation | 1M |
| (e) | Appropriate explanation of the statement | 3M |
| | Very good explanation | 3m |
| | Good explanation | 2m |
| | Fair explanation | 1m |

2. *Don't Let Your Child Miss Out*

- | | | |
|-----|---|--------------|
| (a) | National Education Welfare Board/An Bord Náisiúnta Leasa Oideachais | 1M |
| | From 6 – 16 | 1M |
| | Ensuring that your child does not miss out on his/her education | 1M |
| (b) | To support regular school attendance and the education of children and young people | 1M |
| | Education (Welfare) Act, 2000 | 1M |
| (c) | Any appropriate explanation with a reference to education/school..... which allows child to fulfil dreams, be whatever s/he wants to be, s/he could even be an astronaut!, anything is possible... | 2M |
| | Good = 2m | |
| | Fair = 1m | |
| (d) | Any THREE rights | 1M + 1M + 1M |
| (e) | First action | 1M |
| | Explanation | 1M |
| | Second action | 1M |
| | Explanation | 1M |

3. *Huge Welcome for Cross-border Bridge*

- | | | |
|-----|---|---------|
| (a) | County Louth and County Down | 1M |
| | €18.3 million | 1M |
| | Special European Union Programmes Body and the Irish government | |
| | The European Union and the Irish government | 1M |
| (b) | Sometime in 2013 | 1M |
| | She was thrilled | 1M |
| (c) | It allows tall ships, leisure craft and other marine vessels access to the Victoria Lock and the Albert Basin in Newry | 1M |
| | It is hoped the bridge will open up the cross-border Cooley/Mournes /Gullion region to more visitors and make it much easier for residents, business people and tourists to travel around the area. | 1M |
| (d) | Explanation of how people can get involved in the planning process | 3M |
| | V. good explanation = 3m | |
| | Good explanation = 2m | |
| | Fair explanation = 1m | |
| (e) | Describe TWO other advantages of membership of the EU | 2M + 2M |
| | Good/explicit description = 2m | |
| | Fair description = 1m | |

4. *Irish Prison System*

- (a) 14 **1M**
Male – 17 years or over Female – 18 years or over **1M**
7.2% **1M**
- (b) The Minister for Justice and Equality/Alan Shatter **1M**
Director General **1M**
- (c) Any **TWO** of the following sections from the Criminal Justice system **1M + 1M**
- | | |
|------------------------------|---------------------------------|
| An Garda Síochána | Other Justice Agencies |
| Probation Service | Chief State Solicitor's Office |
| Courts and Judiciary | Director of Public Prosecutions |
| Dept of Justice and Equality | Irish Youth Justice Service |
- (d) Any **TWO** appropriate reasons **2M + 2M**
- | | | |
|-------------|---|----|
| Good reason | = | 2m |
| Fair reason | = | 1m |
- (e) Innocent until proven guilty versus guilty until proven innocent **3M**
- | | | |
|-------------------|---|----|
| The better system | = | 1m |
|-------------------|---|----|
- Any appropriate statement giving an explanation
- | | | |
|------------------|---|----|
| Good explanation | = | 2m |
| Fair explanation | = | 1m |

Section 3

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

1. The Gathering

- (a) *Design the invitation for people living abroad, telling them about the Gathering and inviting them to come back to Ireland in 2013.* **6M**

Task: the drawing/graphic/wording must actually tell people about The Gathering and invite them to visit Ireland.

Criteria: Information about the Gathering, an invitation and overall design.

Very good	=	5 - 6
Good	=	3 - 4
Fair	=	1 - 2

- (b) *Name and explain **FOUR** steps you would take in order to prepare and carry out the interview.* **8M**

Criteria: Must acknowledge both elements of the question.

Steps	=	2m + 2m + 2m + 2m
Good	=	2m
Fair	=	1m

- (c) **THREE** benefits for Ireland of having a Gathering event like this. **6M**

Benefits	=	2m + 2m + 2m
Good	=	2m
Fair	=	1m

2. Eco-Unesco

- (a) *SIX steps you would take to set up an ECO-UNESCO club in your school.* **6M**

Six steps	=	1m + 1m + 1m + 1m + 1m + 1m
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- (b) *Write a paragraph on **ONE** action to protect the environment. Make sure to give a reason why you are undertaking this action.* **8M**

Very good	=	7-8
Good	=	4-6
Fair	=	1-3

Max of 5 marks if no reason is given

- (c) *Write out the announcement you would make over the school intercom telling people about your club and encouraging them to attend the first meeting.* **6M**

Criteria: Must tell people about the club and encourage them to attend the meeting.

Very good	=	5 - 6
Good	=	3 - 4
Fair	=	1 - 2

3. The Referendum Commission

- (a) Name and explain **THREE** actions that your class could take as the Referendum Commission in order to make sure that every voter makes an informed decision. **6M**

Names of action	=	3 X 1m
Explanation of action	=	3 X 1m

- (b) Write out the details of **TWO** arguments for and **TWO** arguments against this proposal **8M**

The information provided in the opening statement in respect of the Referendum Commission is out of date. This may have affected some candidates in their attempted responses to the subsequent questions. The Marking Scheme is firstly framed in the context of candidates who were unaffected by the outdated information provided.

Arguments for	=	2 X 2m
Arguments against	=	2 X 2m
Good argument	=	2m
Fair argument	=	1m

However, in instances where candidates clearly indicate that they know that presenting arguments for and/or against a proposal is not the function of a Referendum Commission, then award 8 marks for the quality of the information given

Very good	=	7-8
Good	=	4-6
Fair	=	1-3

- (c) Design a poster **ENCOURAGE** people to vote on the day. **6M**

Poster Criteria: the poster/drawing/graphic/wording must encourage people to vote and lets them know how important it is to have a say.

Very good	=	5 - 6
Good	=	3 - 4
Fair	=	1 - 2

4. Bóthar

- (a) Name and explain **THREE** different fundraising activities that your class could undertake to help fund the sending of an animal to a developing country. **6M**

Names of fundraising activities	=	3 X 1m
Explanation of fundraising activities	=	3 X 1m

- (b) Name the action project, explain **ONE** reason why you chose it. Describe the work of **THREE** committees you would need. **8M**

ONE Reason	=	2m	Work of THREE committees	=	3 X 2m
Good	=	2m	Good description	=	2m
Fair	=	1m	Fair description	=	1m

- (c) Name and explain **TWO** difficulties of carrying out a fundraising action project. Describe what you would need to do to encourage people to donate money to a charity **6M**

Two difficulties	=	2 X 2m	Description	=	2m
Good explanation	=	2m	Good description	=	2m
Fair explanation	=	1m	Fair description	=	1m

MARKING A REPORT ON AN ACTION PROJECT - 2013

- 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 Skill's Pro-Forma Booklet
- Misplaced answers do not score.

Allocation of Marks

SECTION 1.

Title 3 marks

SECTION 2.

Introduction

(a) Concept 4 marks

(b) Explanation 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 marks 120 marks

A REPORT ON AN ACTION PROJECT

SECTION 1. Title (*Page 2, first page read, last page marked*)

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(es) 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 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 ticked
2 marks	An explanation that is relevant and accurate but limited. An explanation that is clearly relevant to the AP but is not linked to the concept ticked No box ticked but the explanation is relevant to the AP
3 marks	A clear, relevant explanation of how the AP was based on the concept ticked.

(b) Explanation of why the Action Project was undertaken 4 marks

MARK (4)	CRITERIA
0 mark	No valid explanation(s) stated
1 mark	Poor explanation; no, or poor development.
2 marks	Fair explanation(s) with little development
3 marks	Good explanation(s) with some development
4 marks	Very good explanation(s) with very good development, relevant to the Action Project undertaken.

SECTION 3: Activities Undertaken**(49 marks)****(a) Explanation on communication with ONE of the people/groups listed****MARK (4 marks)**

1 mark Names of TWO persons/groups communicated with

1 mark Description of HOW person/group was communicated with

Graded: 1 mark Fair description of WHY person/group was communicated with

2 marks Good description of WHY person/group was communicated with

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

MARK (15)	CRITERIA
0 – 6	Little or no description of activities undertaken
7 – 10	Reasonable description of activities undertaken
11 – 15	Very clear description of activities undertaken
<u>NOTE:</u>	Where a candidate presents only a list of activities (minimum of two activities) with no description, the maximum mark they can receive is 5

(c) Detailed Account of ONE task**(15 marks)**

0 – 2	Poor description of ONE particular task/activity
3 – 6	Fair description of ONE particular task/activity
7 – 10	Good description of ONE particular task/activity
11 – 15	Very good description of ONE particular task/ activity

Note: if a candidate does not score in Section (c), then s/he can only score in the 'Explanation of importance...' part of (d) below.

(d) Skills: Naming skills 2 x 1 mark**(2 marks)**

1 Mark	Naming ONE skill relevant to the task in part (c)
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Description of application of skills: 2 x 5 marks**(10 marks)**

MARK	CRITERIA
0 – 2	Poor or fair evidence of application
3 – 4	Good evidence of application
5	Very good evidence of application

Explanation of the importance of ONE skill in carrying out the AP (3 marks)

0 – 1	Poor or fair explanation of the importance of ONE skill in carrying out the AP
2	Good explanation of the importance of ONE skill in carrying out the AP
3	Very good explanation of the importance of ONE skill in carrying out the AP

SECTION 4: Summary

(30 marks)

This section should have a summary of learning, where a candidate gives five different detailed pieces of information/ facts that s/he has found out during the course of the Action Project.

5 x 3 marks awarded on an Appropriate Fact basis. 15 marks
Overall Mark 15 marks

The learning in the Action Project is based on the concept, issue or theme of the Action Project indicated in the Section 1 and Section 2(a)

An Appropriate piece of information/fact is

- (i) A valid piece of information/fact relevant to the subject of the Action Project (AP)**
- (ii) 2 tentative pieces of information/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 statements which are marginal to the subject of the AP**
- (v) A relevant illustration (e.g. pie chart or bar chart)**
- (vi) The results of a survey presented in statistical form.**

Overall Marks		15 marks
Poor	0–2	lacks focus, no development /detail, irrelevant, inaccurate pieces of information
Fair	3–6	lacks clarity, weak attempt at a summary with some development and detail.
Good	7–10	relevant pieces of information but with limited development and detail.
Very Good	11–15	focused, coherent, accurate, all well-developed pieces of information and detail.

Notes: Where facts are linked within the one point, they merit **ONE** Appropriate Fact, i.e. 3 marks
Biographical, historical, geographical, scientific, medical detail, each merits **ONLY ONE** Appropriate Fact.

SECTION 5: Reflections

(30 marks)

In this Section a candidate should show his/her **own thinking/reflection** on the different experiences that s/he had while doing the Action Project and should give **reasons** as to why these experiences shaped his/her thoughts and opinions.

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

Reasons 3 x 3 marks 9 marks

Overall Marks		12 marks
Poor	0 – 2	little or no development of points made
Fair	3 – 5	points made with limited development
Good	6 – 8	good attempt, some development and/or repetition/imbalance
Very Good	9 –12	independent thinking, new ideas, poses questions etc

An Appropriate Statement is

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

Appropriate Statements here **must** relate to the CSPE concept/unit/theme as indicated in Section 1 or Section 2A 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 AP.

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

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

MARKING A COURSE WORK ASSESSMENT BOOK.

Civic, Social & Political Education 2013

- **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.**

- **Each candidate must write the CWAB in his/her own words**

- **The candidate must follow the format of the report in the order presented in the Department of Education and Skills Pro forma booklet**

- **Misplaced answers do not score**

- **The three classes in the CWAB must be separate to the Action Project. The student cannot report on the Action project throughout the CWAB.**

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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Total overall score		120
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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 Coursework Module was about.
3	Clearly indicates what the Course-work Module was about. e.g. any CSPE concept, unit or theme

SECTION 2.

What my course-work module was about

(7 marks)

A clear overview of the module should be given. The student may refer to the Action Project undertaken.

MARK (7)	CRITERIA
0	Repeats title only
2 + 2 + 1+1+1	Refers to 5 different aspects (things you did) of the course-work module

SECTION 3: Things I have done

(20 marks x 3)

Class one, Class two, Class three (4 parts to complete - 2 + 8 + 5 + 5)

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

The candidate must write about three distinct classes

The classes should **not** describe the work of the Action Project

Note: repetition does not score.

A) Main topic

MARK (2)	CRITERIA
0	No topic mentioned or irrelevant title given to topic
1	Main topic stated but unclear
2	Main topic stated clearly

B) Short Description

The description must include reference to the activity/methodology used.

MARK (8)	CRITERIA
0 – 2	Poor description of what took place and little or no reference to activity/methodology used.
3 – 5	Reasonable description of what took place with some reference to activity/methodology used.
6 – 8	Clear description of what took place and clear reference to activity/methodology used.

C) One important thing I learned

The learning should be one factual piece of information on the topic of the class

MARK (5)	CRITERIA
0 – 2	Poor statement of what was learned
3 – 5	Clear statement of what was learned

D) What made this interesting for me...

Candidate may reflect on a fact but must have some development

MARK (5)	CRITERIA
0 – 2	Poor opinion/reflection on what made the class interesting
3 – 5	Clear opinion/reflection on what made the class interesting

SECTION 4: Things I have done: Action Project

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

30 marks

The candidate cannot use the same material here as used in any of the accounts of class-work in pages three, four, or five.

4.1) Title of Action Project

MARK (3)	CRITERIA
0	No title or irrelevant title given or titles such as 'My CSPE Action Project'
1	Vague title
2	Broad, general title with little indication of what the Action Project was about Only the nature or the subject of the Action Project is given
3	Clear and relevant title explicitly indicating the nature and subject of the A.P.

4.2) Reason for Action Project

MARK (3)	CRITERIA
0 – 1	Poor explanation of the reason for doing this Action Project.
2 – 3	Clear explanation of the reason for doing this Action Project

4.3) Description of one Activity

MARK (8)	CRITERIA
0 – 2	Poor description of ONE particular task/activity
3 – 5	Reasonable description of ONE particular task/activity
6 – 8	Clear description of ONE particular task/activity

4.4) Two things learned from Action Project

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

4.5) One skill I used while doing this Action Project

(a) One skill clearly stated

MARK (2)	CRITERIA
2	One skill clearly stated

(b) Description of how skill was used

MARK (6)	CRITERIA
0 – 2	Poor evidence of how skill was used
3 - 4	Reasonable evidence of how skill was used
5 – 6	Clear evidence of how skill was used

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

SECTION 5: Something I have to say

Something to say 2+8+10 marks

(20 marks)

5.1) Issue

An issue can relate to a concept, topic, theme or the learning process and can arise from any part of the module including the Action Project

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

5.2) Views on issue

Note: the explanation must relate to the issue stated in 5.1) above

MARK (8)	CRITERIA
0 – 2	Poor explanation of why he/she feels strongly about an issue or finds the issue interesting.
3 – 5	Reasonable explanation why he/she feels strongly about an issue or finds the issue interesting
6 – 8	Clear explanation why he/she feels strongly about an issue or finds the issue interesting

5.3) What I can do or can be done...

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

