



Coimisiún na Scrúduithe Stáit
State Examinations Commission

JUNIOR CERTIFICATE 2010

MARKING SCHEME

**CIVIC SOCIAL AND POLITICAL
EDUCATION**

COMMON LEVEL

MARKING PROCEDURES FOR THE WRITTEN PAPER, 2010 **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. *Politicians/Leaders*
- | | | |
|-----|---|----|
| (a) | Mary McAleese | 1M |
| | President of Ireland | 1M |
| (b) | Elizabeth the Second | 1M |
| | Queen of England | 1M |
| (c) | Jose Manuel Barroso | 1M |
| | President of the European Commission | 1M |
| (d) | Ban Ki-Moon | 1M |
| | Secretary General of the United Nations | 1M |
2. *Answer the following Questions*
- | | | |
|-----|-----------------------------|----|
| (a) | Brussels and Strasbourg | 1M |
| (b) | 12 | 1M |
| (c) | Lisbon Treaty | 1M |
| (d) | Attorney General | 1M |
| (e) | Proportional Representation | 1M |
| (f) | Register of Electors | 1M |
| (g) | Taoiseach | 1M |
3. *Tick the box*
- | | | |
|-----|--|----|
| (a) | Department of Environment and Local Government | 1M |
| (b) | The Supreme Court | 1M |
| (c) | Articles | 1M |

Section 2.

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

1. *Aung San Suu Kyi, Ambassador of Conscience, 2009*
- | | | |
|-----|--|----|
| (a) | 14 years | 1M |
| | <i>Walk On</i> | 1M |
| | Dictatorship/military government/oppressive/brutal | 1M |
| (b) | At the concerts/ when they sang <i>Walk on/</i> on their 2009 Tour | |
| | To work or college, when you're drinking tea | 1M |
| | To remind people that she is still alive/in prison/awaiting release | 2M |
| (c) | People who are free need to speak up for those whose freedom has been denied or any appropriate interpretation | 2M |
| (d) | Name and describe ONE action that YOUR CSPE CLASS could take to raise awareness about Aug San Suu Kyi's situation. | |
| | Name of action | 1M |
| | Description of action | 2M |
| | Good description | 2M |
| | Fair description | 1M |
| | It must describe/elaborate on the action named | |

(e)	Bands/Movie stars support human rights campaigns. Is this important? Why/Why not?	3M
	Any Appropriate Statement explaining one point of view	
	Very Good explanation	3M
	Good explanation	2M
	Fair explanation	1M
2.	<i>EU Commission Takes Action Against Ringtone Scam Websites</i>	
(a)	For serious breaches of EU law or appropriate interpretation	1M
	Ringtones/ wallpapers/ other mobile phone services	1M
	Unclear pricing	
	Failure to provide complete trader information	
	Misleading advertising	1M
	As a response to complaints from parents and consumers	1M
(b)	That EU Co-operation can make a huge difference	2M
(c)	Norway /Iceland	1M +1M
	Any two European countries not in the EU	
(d)	Why is it important that the same law applies to all 27 EU countries?	3M
	Any Appropriate Statement giving a reason	
	Very Good reason	3M
	Good reason	2M
	Fair reason	1M
(e)	YOUR CSPE CLASS want to celebrate Europe Day	3M
	Name of Action	1M
	Good description	2M
	Fair description	1M
	It must describe/elaborate on the action named.	
3.	<i>Careless with rubbish ?....just look at the consequences</i>	
(a)	Any three ways named on the poster	1M
	Address/phone/email/fax/website acceptable	1M
	Any appropriate statement	2M
	(If using the stimulus) answer must include pinch the top shut	
(b)	Any THREE things from the checklist on the poster	2M
(c)	Why dispose of litter even if it is not our own?	2M
	Any Appropriate Statement giving a reason	
	Good reason	2M
	Fair reason	1M
	LOCAL COUNCIL action	2M
	Good description LOCAL COUNCIL action	2M
	Fair description LOCAL COUNCIL action	1M

- (d) Slogan to **encourage people to be more responsible with their litter** 2M
 Good Slogan 2M
 Fair Slogan 1M
- (e) DSPCA Action to encourage people to be more responsible for the care of wild animals 2M
 Good description of action 2M
 Fair description of action 1M

4. *The Third World Has:*

- (a) 80% 7% 95% 72% 1M
 i) 1.1billion ii) 2.7billion 1M+1M

NOTE: JC, CSPE, Common, Irish version Page 8, Section 2 4(a) part 2 Irish version

The word 'health' was omitted from the question in the Irish version i.e.

(a) Based on the information given, what percentage has the Third World in the following areas

____% of the world's population

____% of the world's **health** expenditure

____% of the world's wars

____% of the world's refugees?

There was a typographical error in (a) part 2 of the Irish version. Accordingly, in the event that candidates taking the Irish version do not attempt (a) part 2, reallocate the mark for this part to (a), part 1

- (b) Any effect/issue named (1M) with a relevant explanation (2M) 3M
 (Under 1billion people entered the 21st Century unable to read/sign their names 2M)
- (c) Any **Appropriate Statement** explaining the 'unequal world' 2M
 Good answer 2M
 Fair answer 1M
- (d) **Description** of **ONE** action your **CSPE CLASS** could take to help people know the facts about the Third world 2M
 Good description 2M
 Fair description 1M
- (e) Choice of Issue 1M
 Explanation of choice 1M
 Difficulty 1M
 Solution 1M

Section 3

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

Each question carries 20 marks.

1. **See Red, Switch Off**

Your CSPE class wants to join the campaign to save energy by switching off the red button

- (a) *A paragraph highlighting this practice and TWO reasons why it is important to save energy* 3 x 2M graded **6M**

Highlighting the practice	=	2
Reasons	=	2 X 2M
Good	=	2
Fair	=	1

- (b) *Design a Poster to encourage people to switch off the red button. Include a slogan highlighting the importance of switching off the red button* **6M**

Poster Criteria: poster must encourage people to switch off the red button

Very good	=	3
Good	=	2
Fair	=	1

Slogan Criteria: slogan must encourage people to switch off the red button

Very good	=	3
Good	=	2
Fair	=	1

- (c) *Describe TWO Action Projects that students in your school could undertake to help save energy. One of these should be based in your school and one in the community. Name TWO committees/teams that you would need to carry out ONE of these.* **8M**

Description of school Action Project	3M
Description of community Action Project	3M

Very Good description	=	3
Good description	=	2
Fair description	=	1

TWO committees/teams 2 X 1M

2. **Democracy**

In some countries the law requires people to vote at election time: if you don't vote you can be fined.

- (a) *Write notes for a debate on this topic* **6M**

One argument in favour	3M
One argument against	3M

Very good argument	=	3
Good argument	=	2
Fair argument	=	1

(b) *Barack Obama used text messages in his US Presidential campaign, this was a successful strategy. Why?* **6M**

Statement of reason 3M	Very good reason	=	3
	Good reason	=	2
	Fair reason	=	1

Text message 3M	(160 characters) to encourage people to vote
	Very good text = 3
	Good text = 2
	Fair text = 1

(c) *Write to your local MEP suggesting THREE ways in which people could be encouraged to vote* **8M**

Three Suggestions 2M x 3	Good suggestion	=	2
	Fair suggestion	=	1
	Poor suggestion	=	0

Writing to an MEP - 1M at top, 1M at bottom.

3. **Active Citizenship Week**

Your CSPE class has decided to campaign for an Active Citizenship Week in your community in order to encourage local people to get involved in their own area.

(a) *Name ONE action that your CSPE class could undertake to promote Active Citizenship Week.*

Name of ONE Action **2M**

Describe the work of TWO groups/teams that the class would have to set up in order to promote Active Citizenship Week in the community.

1 st Committee/team/group	2M
2 nd Committee/team/group	2M

Good description	=	2
Fair description	=	1

6M

(b) *Write a short note of one paragraph to your Principal asking for permission to carry out this action. Explain what you want to do, why you want to do it and what you hope to achieve* **6M**

Very good	=	5 - 6
Good	=	3 - 4
Fair	=	1 - 2
Poor	=	0

Maximum of 5M if permission not sought

- (c) *The theme for your Active Citizenship Week in 2010 is ‘One for all and all for-One’ to encourage people to get involved in Active Citizenship Week.* **8M**

Poster Criteria: poster/drawing/graphic/wording must encourage people in the community to get involved in Active Citizenship Week

Very good	=	6 - 8
Good	=	3 - 5
Fair	=	1 - 2

Maximum 8M awarded only if poster goes beyond the wording in the question.

4. **Social Networking Websites**

Social networking websites (e.g. Bebo, Facebook, MySpace, etc.) are great places to catch up with friends and to meet new people. Sometimes, however, people provide too much information online.

- (a) *Write down **THREE** pieces of advice you would email to a friend of yours who is planning to set up a profile on Facebook to get involved in social networking sites.* **6M**

3 pieces of advice X 2M

Good Advice	=	2
Fair Advice	=	1
Poor Advice	=	0

- (b) *Your CSPE class has decided to produce a short booklet for parents on ‘Safety on the Internet’. Write a paragraph for the booklet highlighting what parents should know and do about their children’s social networking.* **6M**

Appropriate Statements aimed at parents

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

- (c) *Name and describe **TWO OTHER** actions that your CSPE class could undertake to highlight the importance of safety for young people on the internet.* **8M**

Name 2 X 1M
Description 2 X 3M

Very Good description	=	3
Good description	=	2
Fair description	=	1

MARKING REPORTS ON ACTION PROJECTS - 2010

- 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
- 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 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 & 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 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)

MARK (1)	CRITERIA
1	Relevant box ticked

Explanation on communication with people (3 marks)

MARK (3)	CRITERIA
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 AP. An explanation that is relevant to the people communicated within the AP, but is not linked to the person/people ticked ✓ An explanation that is relevant & accurate but limited.
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
NOTE: 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).

(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 4 marks awarded on an Appropriate Fact basis. 20marks
Overall Mark 10marks

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 accurate fact relevant to the subject of the Action Project (AP)**
- (ii) 2 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 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.**

Overall Marks 10 marks
Poor 0–1 no development, lacks focus
Fair 2–4 weak attempt at some development of pieces of information
Good 5–7 a good attempt at some development but imbalanced and limited
Very Good 8–10 coherent, well-developed pieces of information focused on the subject of the Action Project

Notes:

- Where facts are linked within a point, they merit **ONE** Appropriate Fact, ie 4 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 AP.

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 2010

- **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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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 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
1	Main topic stated but unclear
2	Main topic stated clearly

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 – 5	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