



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

**Junior Certificate 2014**

**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, 2014** **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. **Titles**
- |                                              |    |
|----------------------------------------------|----|
| An Taoiseach                                 | 2M |
| An Tánaiste and Minister for Foreign Affairs | 2M |
| Minister for Children and Youth Affairs      | 2M |
| Minister for Education and Skills            | 2M |
2. **Complete the following sentences. Any 7 correct answers from:**
- |                         |    |
|-------------------------|----|
| (a) Michael D Higgins   | 1M |
| (b) Cabinet             | 1M |
| (c) Peter Robinson      | 1M |
| (d) Stewardship         | 1M |
| (e) Ban Ki Moon         | 1M |
| (f) Neighbourhood Watch | 1M |
| (g) European Parliament | 1M |
| (h) Strasbourg          | 1M |
3. **Correct match**
- |                             |    |
|-----------------------------|----|
| a. (ii) The Court of Appeal | 1M |
| b. (iv) Witness             | 1M |
| c. (iii) By-laws            | 1M |

## Section 2 .

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

### 1. **DIGITAL CITIZENSHIP: PHOTOS ONLINE**

- (a) Commonsense/Commonsense Media 1M
- Visit [www.commonsense.org/educators](http://www.commonsense.org/educators) 1M
- (b) You wouldn't want your friend/somebody to post a bad photo of you 1M
- Don't post any photos that might come back to haunt you or your friends 1M
- (c) It can be saved, copied and shared with a large invisible audience 1M
- If you think it would make your grandma blush then there is a good chance somebody else will find it inappropriate too. 2M
- Good 2m
- Fair 1m
- (d) Arguments 4M
- Arguments for and against the 'Internet Users Test' 2 x 2M
- Good argument 2m
- Fair argument 1m
- (e) Slogan for the anti cyber bullying campaign leaflets. 1M
- Description of SCHOOL action 2M
- Good description 2m
- Fair description 1m

## 2. *NELSON MANDELA TIMELINE*

- (a) His teacher **1M**  
For leading a student protest **1M**  
When the police killed 69 peaceful protestors **1M**
- (b) For leaving the country without a passport and inciting workers to strike **1M**  
  
The first democratic elections were held in South Africa. Mandela was elected its first black president **1M**
- (c) 85 **1M**  
5th December 2013 **1M**
- (d) Name of action that **YOUR CSPE CLASS** could take **1M**  
Description of Action **3M**  
Very good description **3m**  
Good description **2m**  
Fair description **1m**
- (e) Explanation of point of view **3M**  
Very good explanation **3m**  
Good explanation **2m**  
Fair explanation **1m**

## 3. *THE EUROPEAN UNION (EU)*

- (a) 28 countries 500million people **1M**  
The ideals of unity, harmony and solidarity among the people of Europe **1M**  
The Ninth Symphony by Beethoven **1M**
- (b) United in Diversity **1M**  
The ideas of the European Union were first put forward on the 9<sup>th</sup> May 1950... **1M**
- (c) To stop another war from ever happening again: instead of competing against one another countries would cooperate on trade and economic issues **1M**  
Coal and Steel **1M**
- (d) **TWO** reasons why it is important for EU countries to work together. **2M +2M**  
Reason 1 **2M**  
Reason 2 **2M**  
Good reason **2m**  
Fair reason **1m**
- (e) ONE reason for spoiling votes **1M**  
Explanation of the difference between spoiling a vote and not voting at all **2M**  
Good explanation **2m**  
Fair explanation **1m**

#### 4. *WWF Adopt A Tiger*

- (a) 3,200 **1M**  
Any **TWO** of a cuddly toy, My Tigers and Wild World Magazine, Factbook, Certificate, Bookmarks, Stickers **1M**
- (b) Any **ONE** of it enables the joining up of divided areas of habitat so tigers can move between them; having more anti poaching patrols; setting up programmes to increase prey numbers; Reducing poaching and illegal trade in tigers; more conservation work around the world. **1M**
- 3 **1M**
- (c) Poaching for skins and body parts to use in traditional Asian medicine **1M**  
Climate change **1M**  
Habitat loss due to farming and forest clearance **1M**
- (d) Apart from trying to stop some breeds of animals from becoming extinct:  
Argument in favour of zoos **2M**  
    Good argument **2m**  
    Fair argument **1m**  
  
Argument against zoos **2M**  
    Good argument **2m**  
    Fair argument **1m**
- (e) Example of how people can cause harm to our environment **1M**  
Description of action **2M**  
    Good description **2m**  
    Fair description **1m**

### Section 3

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

#### 1. *Road Safety*

- (a) Name **ONE** road safety issue that you want to focus on. Explain in detail the Action Project your class would do to highlight your issue. Identify what you would choose as your role/task in this Action Project **6M**

Names of issue **1m**

Explanation of Action Project **4m**

    Very good explanation **3- 4m**

    Good explanation **2m**

    Fair explanation **1m**

Role/task in the Action Project **1m**

- (b) *Write a letter to the Principal* **6M**  
 Criteria: Letter must include: asking permission to carry out the Action Project, **TWO** reasons why the candidate wants to do this Action Project, an explanation of what is hoped will be achieved

Permission	<b>1m</b>	
Reasons	<b>2 x 1m</b>	
Explanation	<b>1m</b>	
Overall mark	<b>2m</b>	
Good letter		<b>2m</b>
Fair letter		<b>1m</b>

- (c) Name **FOUR** committees or teams that you will need to carry out your Action Project and describe in detail the work of each of them. **8M**

Name	<b>4 x 1m</b>
Description	<b>4 x 1m</b>

## **2. Local Council Elections**

- (a) *SIX actions you could take to let people know who you are and that you are standing for election* e.g. posters, leaflets, bus shelter advertisements, meet-and-greet (shopping centres), knock-on-doors, local radio, newspaper interviews, TV, vans/loudspeaker, bill-board advertisements, campaigners **6M**

Six briefly explained actions	=	<b>OM 6m</b>
Very good		<b>5 – 6m</b>
Good		<b>3 – 4m</b>
Fair		<b>1 – 2m</b>

- (b) *Design the poster for your campaign that you would put up around the local area to ENCOURAGE people to vote for you.* **6M**  
**Poster Criteria:** poster/drawing/graphic/wording must encourage people to vote for you

Very good	<b>5 – 6m</b>
Good	<b>3 – 4m</b>
Fair	<b>1 – 2m</b>

- (c) *Important issue* **8M**  
 Name **ONE** issue that you think is important in your local area **1m**

Explain this issue and why it is important	<b>3m</b>	
Very good explanation and why the issue is important		<b>3m</b>
Good explanation of issue and why the issue is important		<b>2m</b>
Fair explanation of issue and why the issue is important		<b>1m</b>

Describe what you want to do about it.	<b>4m</b>
Very good description	<b>4m</b>
Good description	<b>3m</b>
Fair description	<b>2m</b>
Poor description	<b>0 -1m</b>

### 3. Windfarms

- (a) State clearly your point of view on the issue of wind-farms and give **TWO** reasons why you hold these views` **6M**

Point of view	<b>1m</b>
2 reasons	<b>2x1m</b>
Overall mark	<b>3m</b>
Very good	<b>3m</b>
Good	<b>2m</b>
Fair	<b>1m</b>

- (b) Describe **SIX** steps you will take to organise the local meeting. **6M**

**E.G.** Advertise the event locally, organise a venue, arrange speakers, appoint a chairperson, inform the media, get permission to hold the event, arrange/set-up the chairs/hall/venue, organise the opening of the venue, get somebody for the door on the night, agree an agenda

Description of steps = **6 x 1m**

- (c) You want the local radio and local newspaper to cover your event **8M**  
Email inviting local media to attend. **1m**

3 reasons	<b>3 x 1m</b>
Overall mark <b>4m</b>	
Very good email	<b>4m</b>
Good email	<b>3m</b>
Fair email	<b>2m</b>
Poor email	<b>0-1m</b>

### 4. Sleepover in aid of Focus Ireland

- (a) Name and explain **THREE** different methods of research. **6M**

Names of research methods	<b>3 X 1m</b>
Explanation of research methods	<b>3 X 1m</b>

- (b) Design the poster your class would use to **ENCOURAGE** students in your school to take part in this sleepover. Your poster must contain **THREE** pieces of information about the sleepover. **6M**

**Poster Criteria:** poster/drawing/graphic/wording must encourage students to take part in the sleepover and must contain **THREE** pieces of information about it.

Information	<b>3 x 1m</b>
Poster/encourage criteria	<b>3m</b>
Very good	<b>3m</b>
Good	<b>2m</b>
Fair	<b>1m</b>

- (c) Describe **FOUR** tasks that your class would have to undertake to organise this presentation. **8M**

Tasks:	<b>4 x 1m</b>
Overall Mark <b>4m</b>	
Very good description	<b>4m</b>
Good description	<b>3m</b>
Fair description	<b>2m</b>
Poor description	<b>0-1m</b>



## MARKING A REPORT ON AN ACTION PROJECT - 2014

- 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 <b>nature</b> and <b>subject</b> 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)**

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

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

<b>0 – 2</b>	Poor description of ONE particular task/activity
<b>3 – 6</b>	Fair description of ONE particular task/activity
<b>7 – 10</b>	Good description of ONE particular task/activity
<b>11 – 15</b>	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)**

<b>1 Mark</b>	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)**

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

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

<b>0 – 1</b>	Poor or fair explanation of the importance of ONE skill in carrying out the AP
<b>2</b>	Good explanation of the importance of ONE skill in carrying out the AP
<b>3</b>	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) The results of a survey presented in statistical form (including pie-chart/ bar-chart).**

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

<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 Marks</b>	12 marks	
<b>Poor</b>	<b>0 – 2</b>	little or no development of points made
<b>Fair</b>	<b>3 – 5</b>	points made with limited development
<b>Good</b>	<b>6 – 8</b>	good attempt, some development and/or repetition/imbalance
<b>Very Good</b>	<b>9 – 12</b>	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) 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 2014**

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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.**
  
- **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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<b>Total overall score</b>		<b>120</b>
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# **COURSE-WORK ASSESSMENT BOOK**

## **SECTION 1.**

**TITLE**

**(3 marks)**

<b>MARK (3)</b>	<b>CRITERIA</b>
<b>0</b>	Irrelevant or no title given or titles such as 'My CSPE Course-work Module'
<b>1</b>	Broad, vague title with little indication of what the Course-work Module was about
<b>2</b>	General indication of what the Coursework Module was about.
<b>3</b>	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.**

<b>MARK (7)</b>	<b>CRITERIA</b>
<b>0</b>	Repeats title only
<b>2 + 2 + 1+1+1</b>	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**

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

### **B) Short Description**

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

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

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

### **D) What made this interesting for me...**

Candidate may reflect on a fact but must have some development

<b>MARK (5)</b>	<b>CRITERIA</b>
<b>0 – 2</b>	Poor opinion/reflection on what made the class interesting
<b>3 – 5</b>	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 <b>nature</b> or the <b>subject</b> of the Action Project is given
3	Clear and relevant title explicitly indicating the <b>nature</b> and <b>subject</b> 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

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

### **5.2) Views on issue**

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

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

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

<b>MARK (10)</b>	<b>CRITERIA</b>
<b>0 – 3</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



