



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Junior Certificate 2018

Marking Scheme

Civic, Social & 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 & MARKING SCHEME:
WRITTEN PAPER
CIVIC, SOCIAL AND POLITICAL EDUCATION (CSPE) 2018**

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) 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.

The descriptions, reasons and opinions in this marking scheme are not exhaustive and alternative valid answers are acceptable. If you are unsure of the validity of an alternative answer, contact your Advising Examiner.

3. **MARKING:**

Tick clearly thus (✓) each fact or AS.

- (i) Starting from the beginning of the answer, tick (✓) each fact or AS.
- (ii) Award only the mark/s agreed on the marking scheme to each fact or AS.
- (iii) Read all answers, even excess, repeat or cancelled. The answer gaining most marks is accepted within the rubrics of the examination paper.
- (iv) Put the grand total of the question inside a circle on L.H. margin near the question number.
- (v) A page total records the grand total for each full question and a running total is the cumulative mark. These should be recorded at the bottom of the right hand margin on every page where you have recorded a total mark for an entire question.
- | | |
|------|---------|
| page | running |
|------|---------|
- (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 disallowed / excess answers. Total the grid and subtract the disallowed / excess marks.
- (vii) The final running total is the **end-of-page totals**.
- (viii) 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**18 marks**

- 1. *Human Rights***
- | | | |
|-----------------------|-------------------------------------|-----------|
| Amnesty International | Prisoners of conscience | 2M |
| Peter Mc Verry Trust | The Homeless | 2M |
| Pavee Point | The Travelling and Roma Communities | 2M |
| Barnodos | Children in Need | 2M |
- 2. *Correct words to complete sentences:***
- | | |
|------------------|-----------|
| a) Tidy | 1M |
| b) Green | 1M |
| c) Licence | 1M |
| d) Neighbourhood | 1M |
| e) Homeless | 1M |
| f) Development | 1M |
| g) Protection | 1M |
- 3. *Correct political organisations and number of people match***
- | | | |
|-----|--|-----------|
| 11 | MEPs representing Ireland in the European Parliament | 1M |
| 158 | TDs in Dáil Éireann | 1M |
| 60 | Senators in the Seanad | 1M |

Section 2 Answer THREE out of the questions 1,2,3,4, below**3 x 14 marks****1. Fairtrade Footballs**

- (a) (i) Sialkot **1M**
(ii) Around 60 million **1M**
(iii) Any **one** of they live in poverty, work in poor conditions, earn low wages or any reasonable answer **1M**
- (b) (i) A different way of doing business and/or better trading conditions **1M**
(ii) 20 cent **1M**
- (c) (i) More facilities/clean water/ bags and books for children/2 water filtration plants **1M**
(ii) Any **one** comparison that identifies an inequality in the Weekly Wages Fact File **1M**
- (d) Description of **two** reasons why some children may not have the chance to play or take part in sport **4M**
- | | | |
|---------------|------------------|----|
| Reasons 2 x2m | Good description | 2m |
| | Fair description | 1m |
- (e) Explanation of point of view on gender inequality in sport **3M**
- | | |
|-----------------------|----|
| Very good explanation | 3m |
| Good explanation | 2m |
| Fair explanation | 1m |

2. CoderDojo

- (a) (i) It is a global network of volunteer-led, independent, community based programming clubs for young people **1M**
(ii) Between the age of 7 and 17 **1M**
(iii) Volunteers **1M**
- (b) Any 2 of the 5 points listed on the stimulus 1m + 1m **2M**

- | | | | |
|-----|---|---------|-----------|
| (c) | Any 2 of the 6 points listed on the stimulus | 1m + 1m | 2M |
| (d) | Description of a way computer technology is making life better for people | | 3M |
| | Very good description | 3m | |
| | Good description | 2m | |
| | Fair description | 1m | |
| (e) | Two ways social media can be used to raise awareness about a local community development issue | 2 x 2m | 4M |
| | Good description | 2m | |
| | Fair description | 1m | |

3. The Belfast /Good Friday Agreement

- | | | | |
|-----|--|--------|-----------|
| (a) | (i) 10 April 1998 | | 1M |
| | (ii) The British and Irish governments | | 1M |
| | (iii) Issues that had caused conflict for the previous 30 years | | 1M |
| (b) | (i) The UK parliament would transfer law making powers to a new Northern Ireland Assembly | | 1M |
| | (ii) 71 percent (71%) | | 1M |
| (c) | Now the Irish Constitution recognises that Northern Ireland will remain in the UK for as long as the majority of people there wishes it. | | 2M |
| (d) | (i) Opinion on the statement by John Hume | | 4M |
| | Clearly stated opinion | 2m | |
| | Fair | 1m | |
| | (ii) Description of one way the message could be promoted in a school | | |
| | Good description | 2m | |
| | Fair description | 1m | |
| (e) | Three reasons why the issue of the border is important to all sides | | 3M |
| | 3 reasons explaining why | 3 x 1m | |

4. World Toilet Day

- | | | | |
|-----|--|---------------------|-----------|
| (a) | (i) 2.4 billion people, or 1 in 3 people | | 1M |
| | (ii) Pit latrines (a hole in the ground) | | 1M |
| | (iii) It attracted flies and cockroaches, caused diarrhoea and other illnesses | | 1M |
| (b) | (i) They built 67 new toilets, or one toilet per household | | 1M |
| | (ii) 19 November | | 1M |
| (c) | No more flies in the house, or on food and a lot of sickness has gone | | 2M |
| (d) | Explanation of two long term problems by loss of education | | 4M |
| | Explanations 2 x 2m | Good explanation 2m | |
| | | Fair explanation 1m | |
| (e) | One other environmental issue and explanation of how solving it will give people the chance of a better life. | | 3M |
| | Name of environmental issue | 1m | |
| | Good explanation | 2m | |
| | Fair explanation | 1m | |

1. Irish Coast Guard

- (a) **Four** different research methods to find out about the Irish Coast Guard. 4 x 1m **8M**

Detailed description of what you would hope to find out using **one** of them

| | |
|-----------------------|------|
| Very good explanation | 4m |
| Good explanation | 2-3m |
| Fair explanation | 1m |

- (b) Speech with **two** detailed reasons why the school would honour the Coast Guard **6M**

Detailed reasons 2 x 3m

| | |
|-----------------------------|----|
| Very good detailed reason | 3m |
| Good detailed reason | 2m |
| Fair reason (little detail) | 1m |

- (c) Poster **6M**

Criteria: poster/drawing/graphic/slogan/wording must invite the school community to attend the talk.

| | |
|---------------------------|--------|
| 3 pieces of information | 3 x 1m |
| Overall: Very good poster | 3m |
| Good poster | 2m |
| Fair poster | 1m |

2. Irish Travellers

- (a) Event to celebrate Irish Travellers as a distinct ethnic group **8M**

Description of **four** steps to organise the event 4 x 2m

| | |
|--------------------------|----|
| Good description of step | 2m |
| Fair description of step | 1m |

- (b) Email with **three** reasons why the local radio and local newspaper should cover your celebration. **6M**

Reasons 3 x 2m

| | |
|-------------|----|
| Good reason | 2m |
| Fair reason | 1m |

- (c) Explain **three** benefits of having a distinct ethnic group settle in your community **6M**

Explanation of benefits 3 x 2m

| | |
|------------------|----|
| Good explanation | 2m |
| Fair explanation | 1m |

3. Mock Trial

- (a) Explain **three** reasons why a mock trial is a good way to explore the concept of law **6M**
- | | | |
|--------------------------------|--------|----|
| Explanation | 3 x 2m | |
| Reason with a good explanation | | 2m |
| Reason with a fair explanation | | 1m |
- (b) Explain the purpose of **four** different roles in your mock trial **8M**
- | | | |
|---------------------------|--------|----|
| Explanation of four roles | 4 x 2m | |
| Good explanation | | 2m |
| Fair explanation | | 1m |
- (c) Description of **three** follow-up activities that your CSPE class could do to raise awareness about the law and legal system **6M**
- | | | |
|-------------------------------------|--------|----|
| Description of follow-up activities | 3 x 2m | |
| Good description | | 2m |
| Fair description | | 1m |

4. “Duffily” – Sleeping Bag for the Homeless

- (a) Explanation of **three** reasons why people become homeless **6M**
- | | | |
|--------------------------------|--------|----|
| Explanation | 3 x 2m | |
| Reason with a good explanation | | 2m |
| Reason with a fair explanation | | 1m |
- (b) Making a short film to inform people that everyone can make a difference **8M**
- | | | |
|--|--------|----|
| Title of film | 1m | |
| Detailed explanation of what the film is about | 3m | |
| Very good detailed explanation | | 3m |
| Good detailed explanation | | 2m |
| Fair explanation (little detail) | | 1m |
| Description of two key steps in order to make this film | 2 x 2m | |
| Good description | | 2m |
| Fair description | | 1m |
- (c) Poster **6M**
Criteria: poster/drawing/graphic/slogan/wording must inform people about your fundraising event.
- | | | |
|---|--------|----|
| 3 pieces of information about the event | 3 x 1m | |
| Overall: | | |
| Very good poster | | 3m |
| Good poster | | 2m |
| Fair poster | | 1m |

MARKING A REPORT ON AN ACTION PROJECT - 2018

- 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 **(3 marks)**

A clear, unambiguous and relevant title.

The examiner should be able to confirm the suitability of the title having read, listened to or viewed the Report completely.

Title **(2 marks)**

| MARK (2) | CRITERIA |
|-----------------|---|
| 0 | Irrelevant or no title given or titles such as <i>My CSPE Action Project</i> |
| 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 **(1 mark)**

| MARK (1) | CRITERIA |
|-----------------|-------------------------|
| 1 | Relevant box(es) ticked |

SECTION 2: Introduction **(8 marks)**

(a) Concept **(1 mark)**

| MARK (1) | CRITERIA |
|-----------------|-------------------------|
| 1 | Relevant box(es) ticked |

Explanation of how the Action Project was based on the concept(s) ticked (3 marks)

| MARK (3) | CRITERIA |
|-----------------|---|
| 0 | Action Project (AP) is not relevant to CSPE or no link stated |
| 1 | Box(es) ticked but only vague link to concept(s) ticked |
| 2 | An explanation that is relevant to the AP and accurate but limited An explanation that is relevant to the AP but is not linked to the concept(s) ticked No box ticked but the explanation is relevant to the AP |
| 3 | A clear, relevant explanation of how the AP was based on the concept(s) ticked |

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

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

SECTION 3: Activities Undertaken (49 marks)

(a) List 2 people/groups communicated with, and a description on how and why the candidate communicated with ONE of the people/groups listed (4 marks)

| MARK (1) | CRITERIA |
|----------|---|
| 1 | Names of TWO persons/groups communicated with |
| MARK (1) | CRITERIA |
| 1 | Description of HOW person/group was communicated with |
| MARK (2) | CRITERIA |
| 1 | Fair description of WHY person/group was communicated with |
| 2 | 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 |

Note: Where a candidate presents only a list of activities undertaken (minimum of two activities) with no description, the **maximum** mark they can receive is 5

(c) Detailed account of one task/activity (15 marks)

| MARK (15) | CRITERIA |
|-----------|---|
| 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 he/she can only score in the ‘Explanation of the importance...’ part of (d) below

(d) Skills (2 marks)

| MARK (2x1) | CRITERIA |
|------------|---|
| 1 | Naming ONE skill relevant to the task in part (c) |

Description of application of skills (10 marks)

| MARK (2x5) | CRITERIA |
|------------|--|
| 0 – 1 | Poor evidence of application of skill relevant to part (c) |
| 2 – 3 | Fair or good evidence of application of skill relevant to part (c) |
| 4 - 5 | Very good evidence of application of skill relevant to part (c) |

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

| MARK (3) | CRITERIA |
|----------|--|
| 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.

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

Appropriate facts/pieces of information (15 marks)

| MARK (15) | CRITERIA |
|------------------|--------------------------------------|
| 5 x 3 | Awarded on an Appropriate Fact basis |

Note 1: Where facts are linked within the one point, they merit **ONE** Appropriate Fact, i.e. 3 marks.

Note 2: Biographical, historical, geographical, scientific, medical detail, each merits **ONLY ONE** Appropriate Fact.

Overall Mark (15 marks)

| MARK (15) | CRITERIA |
|------------------|---|
| 0 – 2 | Poor Lacks focus, no development/detail, irrelevant, inaccurate pieces of information |
| 3 – 6 | Fair Lacks clarity, weak attempt at a summary with little development and detail |
| 7 – 10 | Good Relevant pieces of information, with reasonable development but imbalanced |
| 11 – 15 | Very good Focused, coherent, relevant, well-developed pieces of information |

An Appropriate fact/piece of information is

- (i) A valid fact/piece of information relevant to the subject of the Action Project (AP)**
- (ii) 2 / 3 tentative facts/pieces of information 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**
- (v) The results of a survey presented in statistical form (including pie-chart /bar-chart)**

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

Reflections (9 marks)

| MARK (9) | CRITERIA |
|-----------------|---|
| 3m x 3 | Awarded on an Appropriate statement basis |

Reasons (9 marks)

| MARK (9) | CRITERIA |
|-----------------|--|
| 3m x 3 | A valid reason based on the reflection. The reason and the reflection must always be together |

Note: The reflection and reason must always be clearly paired by the candidate.

Overall Mark (12 marks)

| MARK (12) | CRITERIA |
|------------------|--|
| | – based on the quality of the reflection and the depth of the reasoning |
| 0 – 2 | Poor Basic reflection(s) with little or no development of reasons |
| 3 – 5 | Fair Reflection(s) made with limited development of reasons |
| 6 – 8 | Good Coherent reflection(s) with well developed reasons but imbalanced / repetitive / narrow focus |
| 9 – 12 | Very good Very good quality of reflection(s) with well developed reasons, independent thinking, new ideas, poses questions, broad focus etc |

Note: If **no reasons** are mentioned, the maximum Overall Mark is **5**.

An Appropriate Statement is

- (i) A valid reflection, argument, explanation, interpretation, comment, judgement, 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 : 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.

MARKING A COURSE WORK ASSESSMENT BOOK.

Civic, Social & Political Education 2018

- **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 |
|-------|---------|---|

SECTION 2

| | | |
|---|---------|---|
| What my course-work module was about | 7 marks | 7 |
|---|---------|---|

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 |
|----------------|-------------------|----|

SECTION 5.

| | | |
|-------------------------|----------------|----|
| Something I have to say | 2 +8 +10 marks | 20 |
|-------------------------|----------------|----|

| | | |
|----------------------------|--|------------|
| Total overall score | | 120 |
|----------------------------|--|------------|

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 – 3 | 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 |