Coimisiún na Scrúduithe Stáit
State Examinations Commission

Junior Certificate 2019

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) 2019

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 <u>and</u> 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.

previous	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 <u>must</u> 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. Leo Varadkar   An Taoiseach   **2M**
Simon Coveney   Tánaiste and Minister for Foreign Affairs   **2M**
Katherine Zappone   Minister for Children and Youth Affairs   **2M**
Joe McHugh   Minister for Education and Skills   **2M**

2. *Correct words to complete sentences:*
a) Seven   **1M**
b) Declaration   **1M**
c) Twelve   **1M**
d) Independent   **1M**
e) Commissioner   **1M**
f) Climate   **1M**
g) Ombudsman   **1M**

3. *Correct concept match*
Human dignity   **1M**
Interdependence   **1M**
Development   **1M**

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

1.	**BRING YOUR OWN CUP**	

(a)   (i) Bring your own cup   **1M**
     (ii) Over 200 million   **1M**
     (iii) They are coated with a type of plastic   **1M**

(b)   (i) Cafes will give you a discount for using your own cup   **1M**
     (ii) It helps reduce deforestation, landfills, waste-water and CO_2 emissions
         or any Appropriate Statement.   **1M**

(c)   Explanation of how the advertisement promotes stewardship   **2M**
       Any Appropriate Statement.
           Good explanation   2m
           Fair explanation   1m

(d)   **Three** reasons why micro-plastics in the ocean is a serious problem   **3M**
           3 reasons   3 x 1m

(e)   **Two** ways to reduce single use plastic in your school and community   **4M**
           Good description of way   2m
           Fair description of way   1m

2.	**TRÓCAIRE AND THE GLOBAL GOALS**	

(a)   (i) 17   **1M**
     (ii) September 2015   **1M**
     (iii) The United Nations   **1M**

(b)   Any 2 of the 3 points listed on the stimulus   **2M**
     Or any 2 of the SDGs listed   1m + 1m

| (c) | (i) Land and water | | **1M** |
| | (ii) Any **two** of social, education, political, economic and sexual discrimination | | **1M** |

(d) Organising an event to support the work of *Trócaire*. **4M**

	Name of event	1m
	Very good description of event	3m
	Good description of event	2m
	Fair description of event	1m

(e) Explain in detail why the world is failing to achieve the goal 'No Hunger' **3M**

	Very good explanation	3m
	Good explanation	2m
	Fair explanation	1m

3. VOTE AT 16

(a)	(i) Votes at 16	**1M**
	(ii) That the voting age be lowered to 16	**1M**
	(iii) Reducing the voting age to 16 for local and European Elections	**1M**

(b)	(i) 75 percent (75%)	**1M**
	(ii) Any **two** of Malta, Austria, Scotland, Brazil, Ecuador, Argentina	**1M**

(c)	(i) To consider supporting a voting age of 16 for European Parliament Elections.	**1M**
	(ii) 126,000	**1M**

(d) **Two** arguments in favour and **two** arguments against giving the vote to 16-year olds.

4M

2 appropriate statements for, and 2 against   4 x1m

(e) (i) What is fake news? **1M**

(ii) Explanation of how fake news is a problem for democracy. **2M**

	Good explanation	2m
	Fair explanation	1m

4. CYCLE SAFELY

(a)	Any **one** of: fun, fast, affordable, great exercise, reduces fuel bills	**1M**
	Any **one** of: reduces pollution and eases traffic congestion	**1M**

(b)	(i) Any **two** pieces from the Equipment Checklist		**1M**
	(ii) Any **two** issues from the Sharing the Road list	2 x1m	**2M**

(c)	(i) Any **two** from the Rules of the Road list	2 x1m	**2M**
	(ii) For the good of everyone's safety, or any appropriate statement	1m	**1M**

(d) **Three** pieces of advice to students to help stay safe on journey to/from school **3M**

3 appropriate pieces of advice   3 x 1m

(e) **Three** suggestions to the Minister to encourage more cycling in Ireland **3M**

3 appropriate suggestions   3 x 1m

1.   **One World Week**

(a)   Organising an event to launch one World Week   **6M**

Name and description of event   2m
    Name and good description   2m
    Name and fair description   1m
Name of organisation   1m
Detailed explanation of why you would communicate with this organisation
    Very good explanation   3m
    Good explanation   2m
    Fair explanation   1m

(b)   Poster   **6M**
Criteria: poster/drawing/graphic/wording must inform people of the event
    3 pieces of information   3 x 1m
    Overall: Very good poster   3m
      Good poster   2m
      Fair poster   1m

(c)   **Four** different methods of communication and why use each method   **8M**
    Each method and reason 2m   4 x 2m
    Good explanation   2m
    Fair explanation   1m

2.   **The Taoiseach**

(a)   Three steps to organise a visit to Government Buildings to meet the Taoiseach   **6M**
    Name and explanation of each step 2m   3 x 2m
    Name and good explanation   2m
    Name and fair explanation   1m

(b)   **Three** issues of concern to you as young citizen   **8M**
    Detailed description of 3 issues   3 x 2m
      Good description   2m
      Fair description   1m
    Solution to one issue   2m
      Good description   2m
      Fair description   1m

(c)   Paragraph explaining the quote   **6M**
    Very good explanation   3m
    Good explanation   2m
    Fair explanation   1m
Three ways to get young people more involved in politics 3 x 1m

3.	**Discover EU**		

(a) **Two** ways of getting more information about the Discover EU Rail Pass and **two** benefits for all 18-year old EU citizens **6M**

2 ways of getting more information	2 x 1m
2 benefits of The Pass	2 x 2m
Good explanation of benefit	2m
Fair explanation of benefit	1m

(b) Poster **6M**

Criteria: poster/drawing/graphic/wording must inform about the Rail Pass

3 pieces of information	3 x 1m
Overall: Very good poster encouraging use of the Rail Pass	3m
Good poster encouraging use of the Rail Pass	2m
Fair poster encouraging use of the Rail Pass	1m

(c) Debate on the idea that Ireland should leave the EU **8M**

2 arguments for and 2 arguments against	4 x 2m
Good argument for / against	2m
Fair argument for / against	1m

4.	**UNCRC**	

(a) Student council and student views **6M**

Two ways that schools can do more to take students' views into account 2 x 2m

Ways suggested: Good explanation of way	2m
Fair explanation of way	1m

One way the student council can promote itself and its activities 2m

Good explanation of way	2m
Fair explanation of way	1m

(b) A workshop about children's rights for local Primary school children **6M**

Explanation of how you would use **three** of art, music, dance, drama, film, technology.

Explanation 3 x 2m

Good explanation	2m
Fair explanation	1m

(c) Detailed letter to the Minister of Education and Skills giving your opinion on changes to CSPE. **8M**

Letter	1m + 1m

Two reasons for your point of view

Reasons 2 x3m

Very good reasons	3m
Good reasons	2m
Fair reasons	1m

MARKING A REPORT ON AN ACTION PROJECT - 2019

- **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 *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   (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

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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 2019
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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

SECTION 2

What my course-work   7 marks   7
module was about

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

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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