



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

**Junior Certificate 2012**

**Marking Scheme**

**CIVIC, SOCIAL AND POLITICAL EDUCATION**

**Common Level**

## **MARKING PROCEDURES FOR THE WRITTEN PAPER, 2012** **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. ***Photograph/Organisation/City***
- |     |                                 |    |
|-----|---------------------------------|----|
| (a) | Dáil Éireann                    | 1M |
|     | Dublin                          | 1M |
| (b) | United Nations General Assembly | 1M |
|     | New York                        | 1M |
| (c) | European Parliament             | 1M |
|     | Strasbourg                      | 1M |
| (d) | United States Congress          | 1M |
|     | Washington                      | 1M |
2. ***Complete the following Sentences***
- |     |                         |    |
|-----|-------------------------|----|
| (a) | Fine Gael, Labour Party | 1M |
| (b) | President               | 1M |
| (c) | Referendum              | 1M |
| (d) | Taoiseach               | 1M |
| (e) | Dáil                    | 1M |
| (f) | Register of Electors    | 1M |
| (g) | Stormont                | 1M |
3. ***Match Government Department Titles and Descriptions***
- |   |    |
|---|----|
| D | 1M |
| A | 1M |
| C | 1M |

## Section 2 .

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

1. **Age Card Ireland**
- |     |   |       |
|-----|---|-------|
| (a) | A proof of age card   | 1M    |
|     | An Garda Síochána   | 1M    |
|     | It shows that the holder has reached the legal age for purchasing alcohol.<br>It proves that the holder is aged 18 or over.                         | 1M    |
| (b) | Any <b>TWO</b> pieces of information on the card<br>-Name, Date of Birth, Photograph or any other piece of information<br>displayed on the Age Card | 1M+1M |
| (c) | The Intoxicating Liquor Act 1988  | 1M    |

- (d) Description of the type of work carried out by the Garda Síochána 2M+2M  
 e.g. directing traffic / giving parking tickets / prison convoy / in court /  
 Sub-Aqua unit / speed checks / JLO / motorbike duty / at a concert or match
- |                  |    |
|------------------|----|
| Name only        | 1M |
| With description | 2M |
- (e) **TWO** reasons either in favour/against the Garda Síochána carrying  
 firearms/guns. 2M+2M
- |                          |    |
|--------------------------|----|
| Clearly explained reason | 2M |
| Vague reason             | 1M |
- Yes or No ONLY – Max 1M

2. **Irish Charity Shops Association**

- (a) Clothes, books, shoes, bric-a-brac and household linen (Any two) 1M  
 Money/cash to fund services provided by the Charities 1M
- (b) MUST be any **THREE** of the charities named on the Warning Notice  
 i.e. Cheeverstown, Irish Cancer Society, Mater Hospital Shop,  
 MS Ireland, Bernardos, Age Action Ireland, Aware, Oxfam, Vita,  
 Gorta, Enable Ireland, Crosscare, Threshold, Women’s Aid, Simon,  
 Society of St Vincent de Paul (SVP) 1M+1M+1M
- (c) **Concern:** about whether these door-to-door collections are really for charity 2M
- |                             |    |
|-----------------------------|----|
| Good explanation of concern | 2M |
| Fair explanation of concern | 1M |
- Way:** Any **ONE** of the following: 1M  
 Bring your donation to a charity shop  
 Wait until a charity that you recognise delivers a collection bag to your door  
 Contact the charity you wish to support and ask them how to make a donation  
 or any Appropriate Statement.
- (d) Any appropriate action and an explanation that would raise awareness and  
 encourage people to support charity shops. 3M
- |                            |    |
|----------------------------|----|
| Name of action             | 1M |
| Explanation of action      | 2M |
| Good explanation of action | 2M |
| Fair explanation of action | 1M |
- (e) **THREE** reasons why charity shops are so successful 1M+1M+1M  
 e.g. they are good value, they are environmentally friendly, they are usually in  
 accessible places, they provide money to good causes, they are a practical way  
 of supporting a charity, they have lots of different things in them, there is  
 something for everyone in them...

Each reason: 1M

3. **Reasons Why The Voting Age Should Be Reduced**

- (a) 16 1M  
 National Youth Council of Ireland, NYCI 1M  
 Civic, Social and Political Education, CSPE 1M
- (b) **TWO** things that will happen: 1M+1M  
 Young people will have a direct say in our democracy  
 Young people will have a stake in deciding the future of their local  
 community and society
- (c) Any **TWO** appropriate reasons from the leaflet 1M+1M
- (d) Any appropriate action and a description that would encourage  
 young people to support the campaign to reduce the voting age. 3M
- |                            |    |
|----------------------------|----|
| Name of action             | 1M |
| Description of action      | 2M |
| Good description of action | 2M |
| Fair description of action | 1M |
- (e) Any **TWO** appropriate social issues that concern young people and a  
 description of each one e.g. vandalism, litter, anti-social behavior, racism,  
 discrimination, unemployment, poverty 4M
- |                      |        |
|----------------------|--------|
| Name of issue        | 2 X 1M |
| Description of issue | 2 X 1M |

4. **Batteries Back**

- (a) Nothing, its free 1M
- Any ONE of the following: AA, AAA, C, D and button cells, or used  
 batteries, or portable waste batteries 1M
- In a battery box or similar container in a clean, dry place 1M  
 away from direct heat sources
- (b) Any **THREE** ways that used batteries can be collected: 1M+1M+1M  
 At recycling Centres  
 At retailers supplying similar batteries  
 At special WEEE collection events held nationwide  
 At a collection point near you
- (c) **TWO** reasons why batteries should be recycled  
 they contain chemicals, to make sure that they do not pollute  
 or contaminate the environment, they have useful metals that  
 can be used in industry, to meet European targets for recycling 1M +1M

- (d) Key word is **REDUCE** 1M + 1M + 1M  
**School:** e.g. cutting down on photocopying, turning off taps  
**Shop:** e.g. managing stock effectively, recycling packaging  
**A Household/Family:** e.g. composting, not leaving lights on
- (e) Explain the connection between being a good citizen and being aware of the environment. 3M
- |                       |    |
|-----------------------|----|
| Very good explanation | 3M |
| Good explanation      | 2M |
| Fair explanation      | 1M |

### Section 3

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

#### 1. Universal Children's Day

- (a) Name and explain your Action Project giving **TWO** reasons why you have chosen this particular action. 6M

Name of Action Project	=	1M
<b>TWO</b> reasons for choosing this particular action	=	1M + 1M
Overall Mark	=	3M
Very good =		3
Good =		2
Fair =		1

- (b) Write a letter to the Principal asking permission and giving **TWO** reasons why you want to do this project 6M

Asking permission from Principal	=	1M
<b>TWO</b> reasons for choosing the Action Project	=	1M + 1M
Overall Mark	=	3M
Very good =		3
Good =		2
Fair =		1

- (c) Write an article about the Day for your school newsletter. Include a paragraph about the Convention on the Rights of the Child. Give examples of **THREE** children's rights and how these rights can be abused. 8M

Introductory paragraph on the Convention on the Rights of the Child	=	2M
Good =		2
Fair =		1

<b>THREE</b> children's rights	=	1M + 1M + 1M
How these rights can be abused	=	3M
Overall Mark	=	3M
Very good =		3
Good =		2
Fair =		1

**2. Our Lady's Children's Hospital, Crumlin**

- (a) **THREE** different methods of fundraising for the CLASS and explanation for each **6M**

**THREE** methods = 1M + 1M + 1M  
Explanations = 3M  
Very good = 3  
Good = 2  
Fair = 1

- (b) *Poster for your fundraising event:* **6M**

**Poster and Slogan Criteria:** poster/drawing/graphic/wording must encourage people to donate money at your fundraising event.

**Poster:** Very good = 3      **Slogan:** Very Good = 3  
Good = 2      Good = 2  
Fair = 1      Fair = 1

Maximum 6M awarded only if poster goes beyond the wording in the question.

- (c) *Name and describe the work of FOUR teams for your fundraising project.* **8M**

Name of **FOUR** teams clearly stated = 1M + 1M + 1M + 1M  
Descriptions = 4M  
Very good = 4  
Good = 3  
Fair = 2  
Poor = 0 - 1

**3. A Youth Centre for the Local Area**

- (a) *Write a letter to your local T.D. giving THREE reasons why a youth centre would benefit the community and explaining you are writing on behalf of your class and how strongly people feel about the issue.* **8M**

Letter to TD = 1M  
Writing on behalf of your class = 1M

**THREE** reasons why it would benefit the community = 1M + 1M + 1M

Explanation of how strongly young people feel about this issue = 3M  
Very good = 3  
Good = 2  
Fair = 1

- (b) *The theme for your Poster is a public meeting to discuss the youth centre issue* **6M**

**Poster and Slogan Criteria:** poster/drawing/graphic/wording must encourage young people to attend the public meeting and have their voices heard

**Poster:** Very Good = 3      **Slogan:** Very Good = 3  
Good = 2      Good = 2  
Fair = 1      Fair = 1

Maximum 6M awarded only if poster goes beyond the wording in the question.

- (c) Name and describe **THREE OTHER** actions (apart from a meeting or a letter) your CSPE class could take to promote a youth centre in your area. **6M**

Name of **THREE** other actions = 1M + 1M + 1M  
 Descriptions = 3M  
 Very good = 3  
 Good = 2  
 Fair = 1

#### 4. Fairtrade Fortnight

- (a) **THREE** arguments to convince your class to do a survey about Fairtrade **6M**

**THREE** arguments = 2M + 2M + 2M  
 Good argument, well developed = 2M  
 Fair argument = 1M

- (b) **THREE** committees to carry out the survey and **ONE** thing you would do with the survey results **8M**

Name of **THREE** committees = 1M + 1M + 1M  
 What you would do with the survey results = 1M  
 Overall mark = 4  
 Very good = 4  
 Good = 3  
 Fair = 2  
 Poor = 0 - 1

- (c) Apart from a survey name and describe **THREE** actions to raise awareness about Fairtrade products among the students. **6M**

Name of **THREE** actions = 1M + 1M + 1M  
 Descriptions = 3M  
 Very good = 3  
 Good = 2  
 Fair = 1



## MARKING A REPORT ON AN ACTION PROJECT - 2012

- 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 will not score.
- Candidates must not include any additional inserts.

### 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.

<b>MARK (2)</b>	<b>CRITERIA</b>
<b>0</b>	Irrelevant or no title given or titles such as My CSPE Action Project
<b>1</b>	Broad general title with little indication of what the Action project was about
<b>2</b>	Explicitly indicates the <b>nature</b> and <b>subject</b> of the Action Project.

Types of action ticked

<b>MARK (1)</b>	<b>CRITERIA</b>
1	Relevant box(es) ticked

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

(a) Concept 4 marks

<b>MARK (1)</b>	<b>CRITERIA</b>
1	Relevant box ticked

Explanation of how the Action Project was based on the concept ticked

<b>MARK (3)</b>	<b>CRITERIA</b>
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

<b>MARK (4)</b>	<b>CRITERIA</b>
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 6

**(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)**

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

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

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

**SECTION 4: Summary (30 marks)**

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

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

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

An Appropriate piece of information/fact is

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

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

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

**SECTION 5: Reflections (30 marks)**

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

<b>Reflection</b>	3 x 3 marks awarded on Appropriate Statement basis	9 marks
<b>Reasons</b>	3 x 3 marks	9 marks

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

**An Appropriate Statement is**

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

Appropriate Statements here **must** relate to the CSPE concept/unit/theme as indicated in Section 1 or Section 2A and be in keeping with the human rights and social responsibility perspective of CSPE

**Note 1:** These Appropriate Statements may refer to the **process** engaged in and/or the **subject** of the Action Project and/or the **skills** developed/used in the course of the AP.

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

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

## MARKING A COURSE WORK ASSESSMENT BOOK. Civic, Social & Political Education 2012

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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.

### Allocation of Marks

#### 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>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 Course-work Module was about.
<b>3</b>	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.**

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

<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**

<b>MARK (8)</b>	<b>CRITERIA</b>
<b>0 – 2</b>	Poor description of what took place
<b>3 – 5</b>	Reasonable description of what took place
<b>6 – 8</b>	Clear description of what took place

### **C. One important thing I learned**

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

### **D. Made this interesting**

<b>MARK (5)</b>	<b>CRITERIA</b>
<b>0 – 2</b>	Poor explanation of what made the class interesting
<b>3 – 5</b>	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**

<b>MARK (3)</b>	<b>CRITERIA</b>
<b>0</b>	No title or irrelevant title
<b>1</b>	Vague title
<b>2</b>	General title
<b>3</b>	Clear and relevant title

### **4.2 Reason for Action Project**

<b>MARK (3)</b>	<b>CRITERIA</b>
<b>0 – 1</b>	Poor explanation of reason for Action Project.
<b>2 – 3</b>	Clear explanation of reason for Action Project

### **4.3 Description of one Activity**

<b>MARK (8)</b>	<b>CRITERIA</b>
<b>0 – 2</b>	Poor detail of activity
<b>3 – 5</b>	Reasonable detail of activity
<b>6 – 8</b>	Clear detail of activity

### **4.4 Two things learnt from Action Project**

<b>MARK (2 x 4 = 8)</b>	<b>CRITERIA</b>
<b>0 – 2</b>	Poor statement of things learnt
<b>3 – 4</b>	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 the skill was used

<b>MARK (6)</b>	<b>CRITERIA</b>
<b>0 – 2</b>	Poor evidence of application
<b>3 – 4</b>	Reasonable evidence of application
<b>5 – 6</b>	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.

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

### **Views on issue**

<b>MARK (8)</b>	<b>CRITERIA</b>
<b>0 – 2</b>	Poor expression of views on issue selected
<b>3 – 5</b>	Attempts to express views with some supporting comment
<b>6 – 8</b>	Clear expression and development of views

### **What can be done**

<b>MARK (10)</b>	<b>CRITERIA</b>
<b>0 – 4</b>	Poorly expressed or unrealistic action idea(s)
<b>5 – 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

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