



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Junior Certificate 2015

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, 2015 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.

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) Put the grand total of the question inside a circle on the left hand margin near the question number.
- (iv) Read all answers, even excess, repeat or cancelled. The answer gaining most marks is accepted within the rubrics of the examination paper.
- (v) 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.
- (vi) 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.
- (vii) The final cumulative 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

1. **Names**
- | | |
|-----------------------|----|
| a) Leinster House | 2M |
| b) Áras an Uachtaráin | 2M |
| c) The Four Courts | 2M |
| d) The Central Bank | 2M |
2. **Complete the following sentences.**
- | | |
|---|----|
| a) Councillor | 1M |
| b) Seven | 1M |
| c) Coalition | 1M |
| d) Stormont Castle/Stormont/Stormont Estate/ Parliament Buildings | 1M |
| e) Commissioner | 1M |
| f) Amnesty International | 1M |
| g) Jury | 1M |
3. **Correct match**
- | | |
|------------------|----|
| C. Focus Ireland | 1M |
| D. Irish Aid | 1M |
| B. ISPC | 1M |

Section 2**3 x 14M**

Answer THREE out of the questions numbered 1, 2, 3, 4 below

1. TAKE STEPS TO GREENER LIVING

- (a) Reduce and Recycle / description of using less food packaging (from image) **1M**
- Environment Heritage and Local Government
Comhshaol, Oidhreacht agus Rialtas Áitiúil **1M**
- ENFO
by email or www.askaboutireland.ie **1M**
- (b) Turn off the tap when brushing your teeth **1M**
Take a shower not a bath **1M**
Boil just enough **1M**
- (c) It means grow your own vegetables and fruit. Be self sufficient; provide food for yourself, or any other appropriate statement. **1M**
- (d) Arguments **4M**
- | | |
|---|--------|
| Arguments for and against water charges | 2 x 2m |
| Good Argument in favour/against | 2m |
| Fair Argument in favour / against | 1m |
- (e) Ways in which people can campaign peacefully **3M**
3 ways **3 x 1m**

2. MALALA YOUSAFZAI WINS THE NOBEL PEACE PRIZE

- (a) (i) Pakistan (ii) Birmingham/England/Chemistry Class/School **1M**
 17 **1M**
 Fighting for girls' right to education **1M**
- (b) Kailish Satyarthi **1M**
- (c) She felt that she could make more of a difference as a politician/to be a voice **2M**
 for the voiceless/after winning the Nobel prize she was more determined than
 ever to fight for the right of all children to an education or any other AS
 Good answer **2m** Fair answer **1m**
- There was great joy in her home town / feelings of joy. **1M**
- (d) Name of action that **YOUR CSPE CLASS** could take **1M**
 (Answer should contain an action)
- Description of Action **3M**
- | | |
|-----------------------|----|
| Very good description | 3m |
| Good description | 2m |
| Fair description | 1m |
- (e) Explanation of statement **3M**
- | | |
|-----------------------|----|
| Very good explanation | 3m |
| Good explanation | 2m |
| Fair explanation | 1m |

3. UN PEACEKEEPING

- (a) Personnel or equipment or funds **1M**
 118,111 **1M**
 AU or EU **1M**
- (b) Any **TWO** of **2M**
 airplanes, ships, helicopters, vehicles, hospitals, medical clinics. 2x1m
- (c) Darfur **1M**
 174M **1M**
- (d) **ONE** reason why it is important that Ireland sends troops on **3M**
 peace-keeping missions.
- | | |
|------------------|----|
| Very good reason | 3m |
| Good reason | 2m |
| Fair reason | 1m |
- (e) Positive and negative aspects of media in war torn countries. **4M**
- | | |
|-------------------------------------|-------|
| Positive and Negative aspects | 2 x2m |
| Good positive/negative aspect given | 2m |
| Fair positive/negative aspect given | 1m |

4. EUROPEAN ELECTION RESULTS

- (a) 3 Seats 12 Candidates 1M
7 Counts 1M
Any **ONE** of Mary Fitzpatrick, Paul Murphy, Emer Costello, Brid Smith
Also accept Tom Darcy, Raymond Whitehead, Jim Tallon, Damon Wise 1M
- (b) 88,144 1M
Any **ONE** of Lynn Boylan, Nessa Childers, Brian Hayes 1M
- (c) 1.77% 1M
ElectionsIreland.org 1M
- (d) Campaign that the Irish government could take 4M
Name and explain campaign
Good explanation 2m
Fair explanation 1m
Good Slogan 2m
Fair Slogan 1m
- (e) Supports 16, 17 year olds would need to vote responsibly in elections. 3M
3 Supports 3 x 1m

Section 3

Each question carries 20 marks.

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

1. *Special Olympics Ireland*

- (a) Name **FOUR** committees that would be needed to organise this event and explain the work they do. 8M
Name 4 x 1m
Explanation 4 x 1m
- (b) *Design a poster inviting people to attend your information night.* 6M

Poster Criteria: poster/drawing/graphic/wording must invite people and include **THREE** pieces of information about the event.

- Information 3 x 1m
Poster criteria: 3m
Very good invitation 3m
Good invitation 2m
Fair invitation 1m
- (c) Write a speech on why volunteering is important and give **TWO** reasons why people should try to get involved in Special Olympics Ireland. 6M
Speech 1m
Why volunteering is important 1m
Reasons 2 x 2m
Graded answers: Good answer 2m
Fair answer 1m

2. *Ombudsman for Children*

- (a) Letter of congratulations to the Ombudsman and **TWO** reasons why it is important to have an Ombudsman for Children **6M**
- | | |
|------------------------------------|--------|
| Letter | 1m |
| Congratulations | 1m |
| Reasons explained | 2 x 2m |
| <i>Graded answers:</i> Good answer | 2m |
| Fair answer | 1m |
- (b) **FOUR** reasons why it is important that young people were involved in the interview process for the new Ombudsman. **8M**
- | | |
|-------------------|--------|
| Reasons explained | 4 x 2m |
| Good reason | 2m |
| Fair reason | 1m |
- (c) Name and explain **THREE** actions you could suggest to the Ombudsman that would help make sure that children are educated, and better informed, about their rights. **6M**
- | | |
|------------------------------------|--------|
| Actions explained | 3 x 2m |
| <i>Graded answers:</i> Good answer | 2m |
| Fair answer | 1m |

3. *Garda Síochána*

- (a) Write a letter home to inform parents, get permission and give **TWO** reasons why this trip is relevant to CSPE. **6M**
- | | |
|--------------------------------------|--------|
| Letter to inform about the trip | 1m |
| Seeking permission | 1m |
| 2 reasons why it is relevant to CSPE | 2 x 2m |
| Good reason | 2m |
| Fair reason | 1m |
- (b) **SIX** questions you would ask to improve your understanding of the law in Ireland. **6M**
- 6 relevant questions = 6 x 1m
- A max of 3 marks is awarded for questions that focus on the career/training of a Garda.
- (c) Design the poster your class would use to **ENCOURAGE** more people to apply to join the Garda Síochána. Your poster must contain **THREE** pieces of information about the role of the Garda Síochána. **8M**
- Poster Criteria:** poster/drawing/graphic/wording must encourage people to apply to join the Garda Síochána & must contain **THREE** pieces of information about the role.
- | | |
|----------------------------|--------|
| Information | 3 x 1m |
| Slogan: encourage criteria | 2m |
| Good slogan | 2m |
| Fair slogan | 1m |
| Poster: encourage criteria | 3m |
| Very good | 3m |
| Good | 2m |
| Fair | 1m |

4. Gorta

- (a) Name and explain **THREE** fundraising activities. **6M**

Fundraising activities: Name and explain 3 x 2m

Graded: Name with good explanation 2m

Name with fair explanation 1m

Note: Three activities named only 1m

- (b) Name and explain **THREE** reasons why organisations such as Gorta promote education and training instead of handing them money. **6M**

Reason: Name and explain 3 x 2m

Graded: Reason with good explanation 2m

Reason with fair explanation 1m

- (c) *Tweet* - Criteria: to **encourage** people to become involved in the local community campaign to support the work of Gorta. **8M**

Very good 7-8m

Good 5-6m

Fair 3-4m

Poor 0-2m

MARKING A REPORT ON AN ACTION PROJECT - 2015

- 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 nature and subject 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(es) ticked

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

MARK (3)	CRITERIA
0 marks	Action Project (AP) is not relevant to CSPE or no link stated
1 mark	Box(es) ticked but only vague link to concept(s) 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(s) 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(s) 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)

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
<u>NOTE:</u>	Where a candidate presents only a list of activities (minimum of two activities) with no description, the maximum mark they can receive is 5

(c) Detailed Account of ONE task / activity (15 marks)

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 s/he can only score in the ‘Explanation of importance...’ part of (d) below.

(d) Skills: Naming skills 2 x 1 mark (2 marks)

1 Mark	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) The results of a survey presented in statistical form (including pie-chart/ bar-chart).

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 little development and detail.
Good	7–10	relevant pieces of information but with limited development and detail.
Very Good	11–15	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.

Reflection 3 x 3 marks awarded on Appropriate Statement basis 9 marks
Reasons 3 x 3 marks 9 marks

Overall Marks	12 marks	
Poor	0 – 2	little or 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) 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 2015

- **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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Total overall score		120
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COURSE-WORK ASSESSMENT BOOK

SECTION 1.

TITLE

(3 marks)

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

