



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

**Junior Certificate 2016**

**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 FOR THE WRITTEN PAPER, 2016**  
**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 L.H. 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**
- |                     |  |    |
|---------------------|--|----|
| (Nóirín O Sullivan) | - Commissioner of the Garda Síochána   | 2M |
| (Arlene Foster)     | - First Minister of Northern Ireland   | 2M |
| (Joanne O’Riordan)  | - Disability rights campaigner & youngest ever Grand Marshall of the St Patrick’s Day Parade | 2M |
| (Emily Logan)       | - Chief Commissioner of the Irish Human Rights and Equality Commission                       | 2M |
2. **Complete the following sentences.**
- |                    |    |
|--------------------|----|
| a) Census          | 1M |
| b) New York        | 1M |
| c) Ombudsman       | 1M |
| d) Quota           | 1M |
| e) Footprint       | 1M |
| f) Euro            | 1M |
| g) Ceann Comhairle | 1M |
3. **Correct match**
- |   |    |
|---|----|
| C | 1M |
| D | 1M |
| B | 1M |

**Section 2.****3 x 14M****Answer THREE out of the questions numbered 1, 2, 3, 4 below****1. GREEN DOG WALKERS ®**

- (a) Any ONE of South Dublin County Council, Dún Laoghaire-Rathdown County Council, Fingal County Council, Meath County Council or Wicklow County Council **1M**
- |       |    |
|-------|----|
| €150  | 1M |
| 35.6% | 1M |
- (b) Primary school children and footballers **1M**  
Read the pledge and return the signed acceptance form **1M**
- (c) Any TWO of the six points listed **1m + 1m** **2M**
- (d) Issues **4M**
- |                              |         |
|------------------------------|---------|
| First Issue and description  | 1m + 1m |
| Second issue and description | 1m + 1m |
- (e) THREE Reasons why it is important for countries to come together to discuss global issues **3M**
- |           |        |
|-----------|--------|
| 3 reasons | 3 x 1m |
|-----------|--------|

## 2. WINTER BURGLARY PREVENTION

- (a) 1. The front door 2. The rear window 1M  
2% 1M
- (b) *As printed, Question 2(b) consists of three short questions. The first of these was deleted by means of a correction read out to all candidates at the start of the examination. Accordingly, no marks are allocated to the answering of this deleted portion.*
- Jewellery and cash 1M  
Away from windows and letterboxes 1m + 1m 2M
- (c) To give the impression that the place is not empty; to give the impression that someone is at home when they are not. 2M  
Good answer 2m  
Fair answer 1m
- (d) TWO Local Community actions to support the work of An Garda Síochána in preventing crime (Answer should contain an action) 4M  
Description of Actions 2 x 2m  
Good description 2m  
Fair description 1m
- (e) Give THREE reasons why it is important to recognise the bravery of citizens 3M  
Reasons 3 x 1m

## 3. A REFUGEE'S JOURNEY

- (a) 2,254kms. 452 hours 1M  
Because of war and violence; in the hope of finding peace and a future. 1M
- (b) Any TWO of the following: Carry everything they own, mind young children, stop to look for food. 1M  
In parks, tents and out in the open 1M  
Answer must include baby food, nappies 1M
- (c) Any TWO valid causes such as war, famine, drought, Ebola virus, natural disaster 2M  
1m + 1m
- (d) People / groups such as the principal, students in the school, parents, the local person organising the truck, the local food suppliers/shops 3M  
First person/group and explanation 1m  
Second person/group and explanation 1m  
Third person/group and explanation 1m  
**Note: All 3 people/groups named only 1m**
- (e) TWO reasons why countries might close their borders. 4M  
Reasons 2 x 2m  
Good reason 2m  
Fair reason 1m

#### 4. ABOUT FORÓIGE: CHARTER OF RIGHTS

- (a) Foróige is a (the biggest) youth organisation in Ireland 1952 **1M**  
**1M**
- (b) 56,000 aged 10 -18 **1M**  
Any TWO of the Big Brother and Big Sister Programme, the Foróige youth entrepreneurship Programme, the Youth Citizenship Programme and Youth Leadership Programme **1M**  
To take responsibility for themselves and to be a part of shaping the world around them, while developing their talents, skills and character. **1M**
- (c) Any ONE of the Garda Youth Diversion Projects, Teen Parent Support Programmes and Neighbourhood Youth Projects. **1M**  
Any TWO rights from the Charter of Rights **1M**
- (d) ONE human rights issue. **4M**  
Name of issue 1m  
Description of an action on how to improve the world in some way 3m  
Very good description 3m  
Good description 2m  
Fair description 1m
- (e) Explain THREE ways a young citizen can use their power to contribute to their local community **3M**  
Explanation of 3 ways 3 x 1m  
**Note: all 3 named only 1m**

#### Section 3

Each question carries 20 marks.

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

#### 1. Easter 1916 Commemoration

- (a) List and description of SIX steps needed to organise the parade **6M**  
List 3m  
Description 3m  
Very good description 3m  
Good description 2m  
Fair description 1m
- (b) Letter with THREE reasons why it is important for the children to take part. **6M**  
Letter 1m  
Reasons 3 x 1m  
Overall Mark 2m  
Good 2m  
Fair 1m
- (c) Name and explain TWO ways a school could mark the 1916 Easter Rising. **8M**  
Name 2 x 1m  
Explain 2 x 3m  
Very good explanation 3m  
Good explanation 2m  
Fair explanation 1m

## 2. United Nations Day

- (a) TWO reasons for holding an exhibition of photos and four key stages in the planning of this action **8M**  
Reasons 2 x 2m  
    Good reason 2m  
    Fair reason 1m  
Key stages in planning 4 x 1m
- (b) Poster **6M**  
**Poster Criteria:** poster/drawing/graphic/wording must encourage students to submit photos for the exhibition to celebrate UN day.  

<u>Poster</u> 3m		<u>Criteria</u> 3m	
Very good poster	3m	Encourage	1m
Good poster	2m	Submit photos	1m
Fair poster	1m	Celebrate UN Day	1m
- (c) THREE reasons why it is important to celebrate United Nations Day **6M**  
Reasons 3 x 2m  
    Good reason 2m  
    Fair reason 1m

## 3. Local Development

- (a) Describe SIX steps needed to organise the visit to the Local Council Offices **6M**  

Steps	3m		
Description	3m		
Very good description		3m	
Good description		2m	
Fair description		1m	
- (b) TWO reasons why a youth café is needed in the area and one possible objection to it. **6M**  

Two reasons why a café is needed	2 x 2m		
Good reason	2m		
Fair reason	1m		
One possible objection	2m		
Good	2m		
Fair	1m		
- (c) FOUR actions your class could take to get community support for a youth café. **8M**  

Actions	4 x 2m		
Good description	2m		
Fair description	1m		

#### 4. Voting

- (a) Name and explain the work of THREE committees needed to organise the information event. **6M**

Three Committees 3 x 2m  
Name with good explanation 2m  
Name with fair explanation 1m  
**Note:** Three committees named only 2m

- (b) Design the invitation your class would send to members of the school community to attend your event. **6M**

**Invitation Criteria:** invitation/drawing/graphic/wording must inform people about the event.

Invitation / information 4m (graded)  
Slogan (encourages people to attend) 2m (graded)

- (c) FOUR arguments in favour of voting you would give to a person who may choose not to vote in elections. **8M**

Four arguments 4 x 2m  
Good argument 2m  
Fair argument 1m



## MARKING A REPORT ON AN ACTION PROJECT - 2016

- 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)* **(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)**

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

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

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

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

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

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

<b>MARK (3)</b>	<b>CRITERIA</b>
<b>0</b>	Action Project (AP) is not relevant to CSPE or no link stated
<b>1</b>	Box(es) ticked but only vague link to concept(s) ticked
<b>2</b>	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
<b>3</b>	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)**

<b>MARK (4)</b>	<b>CRITERIA</b>
<b>0</b>	No valid explanation(s) stated
<b>1</b>	Poor explanation; no, or poor development
<b>2</b>	Fair explanation(s) with little development
<b>3</b>	Good explanation(s) with some development
<b>4</b>	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)**

<b>MARK (1)</b>	<b>CRITERIA</b>
<b>1</b>	Names of <b>TWO</b> persons/groups communicated with
<b>MARK (1)</b>	<b>CRITERIA</b>
<b>1</b>	Description of <b>HOW</b> person/group was communicated with
<b>MARK (2)</b>	<b>CRITERIA</b>
<b>1</b>	Fair description of <b>WHY</b> person/group was communicated with
<b>2</b>	Good description of <b>WHY</b> 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

**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)**

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

- (d) Skills **(2 marks)**

<b>MARK (2x1)</b>	<b>CRITERIA</b>
<b>1</b>	Naming ONE skill relevant to the task in part (c)

- Description of application of skills **(10 marks)**

<b>MARK (2x5)</b>	<b>CRITERIA</b>
<b>0 – 2</b>	Poor or fair evidence of application of skill relevant to part (c)
<b>3 – 4</b>	Good evidence of application of skill relevant to part (c)
<b>5</b>	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)**

<b>MARK (3)</b>	<b>CRITERIA</b>
<b>0 – 1</b>	Poor or fair explanation of the importance of ONE skill in carrying out the AP
<b>2</b>	Good explanation of the importance of ONE skill in carrying out the AP
<b>3</b>	Very good explanation of the importance of ONE skill in carrying out the AP

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

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

**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)**

<b>MARK (15)</b>	<b>CRITERIA</b>
<b>5 x 3</b>	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)**

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

**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)**

<b>MARK (9)</b>	<b>CRITERIA</b>
<b>3m x 3</b>	Awarded on an Appropriate statement basis

**Reasons (9 marks)**

<b>MARK (9)</b>	<b>CRITERIA</b>
<b>3m x 3</b>	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)**

<b>MARK (12)</b>	<b>CRITERIA</b>
<b>0 – 2</b>	<b>Poor</b> Little or no development of points made
<b>3 – 5</b>	<b>Fair</b> Points made with limited development
<b>6 – 8</b>	<b>Good</b> Coherent attempt, some development &/or repetition/imbalance
<b>9 – 12</b>	<b>Very good</b> Independent thinking, new ideas, poses questions etc

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

**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 2016**

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- **In the Course-work Assessment Book the candidate will report on a course-work module which s/he has completed**
  
- **The Course-work Assessment Book has a Compulsory section for reporting on the Action Project. This is Section 4 of the book.**
  
- **The Action Project component must relate to the specific module**
  
- **A candidate can give a detailed description of a particular activity or skill ONCE only in the entire Course-work Assessment Book. This is important in the reporting on *Things I have done: an Account of three classes that form part of the Module* and on the *Account of the Action Project* pages. The same activity or skill may not be used to answer several sections of the Course-work Assessment Book.**
  
- **Each candidate must write the CWAB in his/her own words**
  
- **The candidate must follow the format of the report in the order presented in the Department of Education and Skills Pro forma booklet**
  
- **Misplaced answers do not score**
  
- **The three classes in the CWAB must be separate to the Action Project. The student cannot report on the Action project throughout the CWAB.**

# Assessment Criteria and Marking of the Course-work Assessment Book

## SECTION 1.

Title	3 marks	3
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## SECTION 2

What my course-work module was about	7 marks	7
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## SECTION 3.

### Things I have done

One class	2+8+5+5 marks	
A second class	2+8+5+5 marks	
A third class	2+8+5+5 marks	60

## SECTION 4.

### Things I have done

Action Project	3 +3 +8+8+8 marks	30
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## SECTION 5.

Something I have to say	2 +8 +10 marks	20
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<b>Total overall score</b>		<b>120</b>
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# COURSE-WORK ASSESSMENT BOOK

## SECTION 1.

TITLE

(3 marks)

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 <b>nature</b> or the <b>subject</b> of the Action Project is given
3	Clear and relevant title explicitly indicating the <b>nature</b> and <b>subject</b> of the A.P.

### 4.2) Reason for Action Project

MARK (3)	CRITERIA
0 – 1	Poor explanation of the reason for doing this Action Project.
2 – 3	Clear explanation of the reason for doing this Action Project

### 4.3) Description of one Activity

MARK (8)	CRITERIA
0 – 2	Poor description of ONE particular task/activity
3 – 5	Reasonable description of ONE particular task/activity
6 – 8	Clear description of ONE particular task/activity

### 4.4) Two things learned from Action Project

MARK (2 x 4 = 8)	CRITERIA
0 – 2	Poor statement of things learned
3 – 4	Clear statement of things learned

### 4.5) One skill I used while doing this Action Project

(a) One skill clearly stated

MARK (2)	CRITERIA
2	One skill clearly stated

(b) Description of how skill was used

MARK (6)	CRITERIA
0 – 2	Poor evidence of how skill was used
3 – 4	Reasonable evidence of how skill was used
5 – 6	Clear evidence of how skill was used

**Note: If the skill is stated within the description in 4.5(b) only maximum of 6 marks awarded.**

## SECTION 5: Something I have to say

Something to say 2+8+10 marks

(20 marks)

### 5.1) Issue

An issue can relate to a concept, topic, theme or the learning process and can arise from any part of the module including the Action Project

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 <b>why</b> he/she feels strongly about an issue or finds the issue interesting.
3 – 5	Reasonable explanation <b>why</b> he/she feels strongly about an issue or finds the issue interesting
6 – 8	Clear explanation <b>why</b> he/she feels strongly about an issue or finds the issue interesting

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

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

