Civic, Social & Political Education

EXEMPLARS OF STANDARD

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INTRODUCTION

This publication is a revised edition of *Examples of Good Practice*. This revised edition incorporates the changes introduced into the 2003 examination in Civic, Social and Political Education (CSPE). This publication focuses mainly on the Report on Action Project (RAP) and draws on examples of candidates’ work in examinations of previous years.

Notes on the revised Course Work Assessment Booklet are appended to this publication.

Following the *Introduction*, Exemplars of Standard is presented in relation to the same five sections as used in the RAP pro-forma answer book. These sections are:

1. *My Action Project*
2. *Introduction*
3. *Activities Undertaken*
4. *Summary of Information*
5. *Reflection*

For each of the above sections, guidelines for answering are provided, the relevant marking scheme is outlined, sample answers from previous examinations and the marks awarded for these answers are given and finally there is a comment on each of the sample answers and the marks awarded.

At all times it is important to remember that

- The Action Project should be based on one or more of the seven course concepts
- The Action should be consistent with the human rights and social responsibility perspective of CSPE
- The Action Project should have an action component
- The Action Project should enable the student to engage/communicate with other people or communities about the subject of their action.
- The Action Project should enable the student to practise the skills associated with Civic, Social and Political Education
- The Action Project should enable the student to develop his/her knowledge and understanding of the subject of the action
- The Action Project should include a reflection and evaluation dimension.
SECTION 1. My Action Project

Guidelines for answering
A clear, unambiguous and relevant title (3marks)

To be encouraged:
A title that clearly indicates to anybody reading, listening or viewing it what the Action Project was about. The examiner should be able to confirm the suitability of the title having read, listened to or viewed the Report completely.

To be avoided:
Titles such as: My Action Project Report, Civic, Social and Political Education Report etc.

Marking Scheme requirements

Mark          Criteria
0             Irrelevant or no title given or titles such as My CSPE Action project
1             Broad, vague title with little indication of what the Action Project was about
2             General indication of what the Action project was about
3             Explicitly indicates the nature and subject of the Action Project

Sample answers

3 marks
Organising an Interview With The Defence Forces
A Debate and Discussion About The Euro With Students From The Scottish Academy
Tionscamh ar Chuairt Thoscairi na nOg Phairtithe go dti an Scoil

2 marks
Litter – A Serious Matter
Beyond The Hall Door of the Dáil

1 mark
The Environment
Democracy

0 marks
Healthy Living
Lights, Camera, Action

Comments on sample answers

3 mark answer. A title can only score a Maximum of 3 marks if it clearly indicates the nature of the action taken and the subject area in which it was taken. Hence these three titles deserve full marks.

If the subject area is identified eg Litter/The Dáil and this subject area is clearly within the course parameters but no action is stated, a candidate may only score a maximum of 2 marks.

If only a very broad area is stated for example, Democracy or The Environment, a candidate may only score a maximum of 1 mark.

Two sample Titles received 0 marks.
The first because it is not clearly linked to any of the seven course concepts, it is not written from the Civic, Social and Political Education perspective and when the RAP was read in its entirety it presented a collection of information about smoking, drinking and drugs and their side effects. This information is not
relevant to CSPE. The second 0 mark title gives no indication of either the subject matter or of the action undertaken. This Action Project was in fact a survey on waste management.

SECTION 2. Introduction

This section has two parts (a) and (b). Each part carries 4 marks.

Guidelines for answering

Part (a) Here the student sets the Action Project in context by ticking ✓ the concept(s) upon which the Action Project is based and explaining how the Action Project was based on this/these concept(s).

To be encouraged:
The student must tick ✓ as to which of the course concept/s the Action Projects relates. The explanation should be clearly linked to the concept(s) ticked ✓.

To be avoided:
Students should not leave this section with the tick-boxes blank.
Comments not relevant to the concept(s) ticked.

Marking Scheme requirements:

<table>
<thead>
<tr>
<th>Marks</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 marks</td>
<td>Identification of the concept(s) upon which the Action Project was based and a clear explanation of how the Action project was based on the concept(s) ticked ✓.</td>
</tr>
<tr>
<td>2 marks</td>
<td>An explanation which is relevant to the Action Project but which is not linked to the concept ticked ✓.</td>
</tr>
</tbody>
</table>

No marks are awarded for ticking ✓ the box(es). A candidate who fails to tick at least one of the boxes can only be awarded a maximum of 2 marks

Sample answers

Part (a)
4 marks: Tick ✓ Stewardship
Recycling is very relevant to the environment because if we recycle our waste our earth would be a better place.

2 marks: Tick ✓ Development
Bullying is a big problem in our school

0 marks: Tick ✓ Rights and Responsibilities
We wanted to find out about the side-effects of drugs.

Comments on sample answers

Part (a)
The 4 mark answer has the required clear link to the CSPE concept ticked ✓.

The 2 mark answer has the link to the Action Project undertaken but not to the concept ticked ✓.

The 0 mark answer has ticked ✓ a concept but the Action Project is not relevant to CSPE and there is no link established to the concept ticked ✓. The 0 mark answer does not meet any of the requirements for the allocation of marks and the subject is not on the course.

Guidelines for answering

Part (b) ONE other reason why the Action project was chosen should also be stated.
To be encouraged:
A clearly stated reason why this particular Action Project was done.

To be avoided:
Phrases such as “because the teacher told us”, “because the teacher gave it to us”
“because it was in our textbook”
Repetition of the answer given in Part (a)

Marking Scheme requirements:

<table>
<thead>
<tr>
<th>Marks</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 marks</td>
<td>ONE clearly stated reason relevant to the Action Project</td>
</tr>
<tr>
<td>2 marks</td>
<td>A vague reason as to why the particular Action Project was</td>
</tr>
<tr>
<td>0 marks</td>
<td>No valid reason</td>
</tr>
</tbody>
</table>

Sample answers

4 marks
Bhí baint leis an tionscadal seo leis an rang OSSP mar bhí an rang ag déanamh staidéar ar struchtúir polatúla. Tá tábhacht leis an tionscadal seo mar is cóir go mbeadh eolas agat ar polasaithe a leanann an páirtí a thaitin leat.

2 marks
To find out more.

0 marks
Our teacher said that we had to do a project for CSPE. We were told that we could do our own project on whatever we liked, so I did Manchester United.

Comments on sample answers
Part (b)
The 4 mark answer has clearly given a reason for the Action project undertaken

The 2 mark answer is vague

The 0 mark answer does not present a valid reason for undertaking an Action project and the subject itself is not part of the CSPE syllabus.

SECTION 3. Activities Undertaken

Guidelines for answering

Part (a) (4 marks)
In this section students should tick ✓ the box describing the type of action Project undertaken or enter it in under ‘Other’. They should also tick ✓ the people communicated with/involved in the Action Project. Engagement with people is an essential part of an Action Project. The student should also briefly describe how the people ticked ✓ were involved.

To be encouraged
A clear explanation of why the people ticked ✓ were communicated with and/or why they were involved in the Action project
To be avoided
General comment about people in general. Vague or no link stated between the people ticked ✓ and the Action Project undertaken

Marking scheme

<table>
<thead>
<tr>
<th>Marks</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>No marks</td>
<td>No marks are awarded for ticking the box/es ✓.</td>
</tr>
<tr>
<td>4 marks</td>
<td>A clear and relevant link between the person/people ticked ✓ and the particular Action Project undertaken.</td>
</tr>
<tr>
<td>0 marks</td>
<td>No clear connection to the people ticked ✓.</td>
</tr>
</tbody>
</table>

Samples answers
4 marks
They answered the questions in our survey.
This person spoke to our class and answered all our questions.

0 marks

People have a right to a roof over their head.

Comments on sample answers
4mark answer
There are two sample answers here; one in the plural where a number of people were contacted and another in the singular. Either answer would merit a full 4 marks.

0 mark answer
This answer has no relevance as to why particular people were communicated with in the course of the Action Project.

Guidelines for answering
Part (b) (15 marks)
In this section, students should list and briefly describe the different tasks/activities undertaken during the course of the Action Project.

To be encouraged:
Each student should list the different activities undertaken during the course of the Action Project. For example, conducting a survey, interviewing, writing letters, visiting organisations or places, collecting information, inviting, preparing for and interviewing guest speakers, working in teams, presenting findings etc. In the case of a group Action Project the student need not necessarily have been involved in each of these activities. Each of the activities undertaken should be described briefly, two or three sentences on each will suffice. The student should then identify one particular activity that s/he was directly and personally involved in and/or initiated. This should be described later.

To be avoided:
Too much detail in the listed activities
**Marking Scheme**

**Part (b)** This section should **list** and briefly describe different **activities** undertaken during the course of the Action Project  

**15 marks**

<table>
<thead>
<tr>
<th>Mark</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 – 4</td>
<td>Little or no evidence of activities undertaken and poor description</td>
</tr>
<tr>
<td>5 - 10</td>
<td>Reasonable evidence of activities undertaken &amp; reasonable description</td>
</tr>
<tr>
<td>11 – 15</td>
<td>Very clear evidence of activities undertaken &amp; clear description</td>
</tr>
</tbody>
</table>

**NOTE** 6 marks

Where a candidate presents only a list of activities with no description, the maximum mark they can receive is 6

**Sample answers**

15 marks

We divided into groups.

- **Group A:** This group wrote to John Quinlivan, manager of Louth County Council requesting an appointment to visit the County Council offices.
- **Group B:** This group went to the Geography department in school and got a street plan map of Dundalk. They photocopied 28 of the same and distributed them to each student.
- **Group C:** They made a list of questions to be asked when on our visit they got different people to ask the questions then.
- **Group D:** Contacted school management and requested permission. They also informed teachers who would be affected on the day.
- **Group F:** Borrowed a camcorder for the day and a camera to record the visit. Also they wrote a thank you letter to John Quinlivan.

10 marks

- **We rang Amnesty.**
- **We wrote to the speaker when we got a name and address from Amnesty.**
- **We got questions ready.**
- **We got a room ready for the speaker and we welcomed her when she came.**
- **We said thanks with a letter.**

6 marks

- **We set up a contact and briefing committee**
- **We had a welcome and goodbye committee**
- **We had a finance and a questions committee**
- **We put on a play for the speaker**

**Comments on sample answers**

The 15 mark answer meets all the requirement for full marks, namely a list and a brief description.

The 10 mark answer has a list and includes some brief explanation but not for each point listed.

The 6 mark answer received the maximum mark possible for a list-only answer. The candidate here did not briefly describe the activities undertaken.
Guidelines for answering
Part (c) 15 marks; and Part (d) 15 marks

In part (c), each student should also provide a more detailed account of ONE particular task/activity which he/she initiated or undertook. Finally in part (d) s/he should identify and describe how at least TWO SKILLS were applied in undertaking the activity described in part (c).

Marking scheme:

<table>
<thead>
<tr>
<th>(c) Detailed account</th>
<th>(d) Application of Particular Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mark</td>
<td>Mark</td>
</tr>
<tr>
<td>0-2</td>
<td>0-2</td>
</tr>
<tr>
<td>poor description of</td>
<td>poor or no evidence of</td>
</tr>
<tr>
<td>particular activity</td>
<td>application of particular skills</td>
</tr>
<tr>
<td>3-6</td>
<td>3-6</td>
</tr>
<tr>
<td>fair description of</td>
<td>fair evidence of application of</td>
</tr>
<tr>
<td>particular activity</td>
<td>particular skills</td>
</tr>
<tr>
<td>7-10</td>
<td>7-10</td>
</tr>
<tr>
<td>good description of</td>
<td>good evidence of application of</td>
</tr>
<tr>
<td>particular activity</td>
<td>particular skills</td>
</tr>
<tr>
<td>11-15</td>
<td>11-15</td>
</tr>
<tr>
<td>very good description</td>
<td>very good evidence of application</td>
</tr>
<tr>
<td>of particular activity</td>
<td>of particular skills</td>
</tr>
</tbody>
</table>

Note: 8 Where a candidate presents only one skill then the maximum mark they can score under application of particular skills is 8

Sample answers

(c) 15 marks; (d) 15 marks

(c) When the class was being divided up into the various committee I was in the letter committee. In this committee I worked with seven other girls to organise the letters of invitation and the thank you letters. Firstly I worked with the other girls to draft the letter of invitation. Then, as I had a computer at home, I volunteered to type the letter to the speaker. Then I had the job of posting the letter when we got the address and the stamps. After the talk our committed again came together and drafted the letter of thank-you for the speaker. I typed out this letter also, stating in them how much we had appreciated the talk and how much we had learned from it. Finally we posted this letter.

(d) Many skills were involved in my job in the letter writing committee. Firstly we all had to use the skill of listening -listening with patience to everybody’s opinions of what to put in the letter. Then we had to agree on how to word the invitation. I learned and applied the skills of typing out a letter on a computer, which had to be presented in a formal format. Everyone in the group applied the skill of working together as a team. I depended on the other committee members to get the speaker’s address before I could post the letter and they depended on me to type out the letter in time. We all worked together as a team so that our task was successfully completed.

(c) 6 marks/ (d) 4 marks

(c) Before our speaker came to talk to us, we got ready questions in class. I got the job of asking one of them but in the finish I asked two questions.

(d) The skills I used in this project was speaking in public, this I did twice.

(c) 4 marks/ (d) 0 marks

(c) I wasn’t very sure of what racism was when I first started this project but I looked up the Internet for information and it explained it all to me in a way that I could understand. I also made posters for our cake sale and sold raffle tickets. I went around shops and asked them to sponsor us for the raffle. Permission was got from the Principal for these tasks.
It was Pancake Tuesday and we all decided to make 10 pancakes each. I also went around all the classes in the school selling raffle tickets. In my own free time after school my friend and I went around the local shops to see if they would donate goods to our raffle.

(c) 0 marks
(d) 0 marks

(c) When we arrived at the Dáil, the whole setting was very quiet and peaceful so as not to disturb any debates in motion. We were led to a viewing gallery looking down on the Dáil. The discussion going on was very captivating. We were then given a tour of the Oireachtas which led us to beautiful paintings of famous men and women in Irish history.

(d) Our class decided to take a trip to the Dáil. We discussed whether this would be a good idea. We had to read up on the Dáil to increase our knowledge so as we could ask questions when we arrived there. We organised the coach ourselves and the date.

<table>
<thead>
<tr>
<th>Comments on sample answers</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>15/15 marks. This answer meets all the requirements of the Marking Scheme. The skills described, part (d), are linked directly to the activity detailed in part (c) of the answer.</td>
<td></td>
</tr>
<tr>
<td>6/4 marks. Part (c) is not a detailed account but rather is only a fair description of a particular activity. Part (d) has only one skill mentioned very briefly and merits 4 marks.</td>
<td></td>
</tr>
<tr>
<td>4/0 marks. Part (c) The candidate describes more than one activity here. The one that is most specific is awarded the marks, hence the 4 marks awarded are for the description of using the Internet. The remainder of the answer does not score. In Part (d) there is no obvious reference to any skills used. There is further elaboration on some of the previously mentioned activities. What is being looked for here are the skills used by the candidate in looking-up the Internet.</td>
<td></td>
</tr>
<tr>
<td>0/0 marks. The candidate here did not comply with the demands of this section of the Report. Part (c) as presented is an account of the trip to the Dáil and not a detailed account of an activity undertaken/initiated by the student. There is no reference to skills in part (d). It should be noted that in all cases where the candidate fails to score in Part (c), s/he would not score in Part (d), as the skills described must be linked to the activity detailed in Part (d).</td>
<td></td>
</tr>
</tbody>
</table>
SECTION 4. Summary of Information

Guidelines for answering
This section should have FIVE pieces of information or facts that the pupil has found out about the subject of the Action Project. This should be presented in the form of a summary.

30 marks

To be encouraged:
A clear synopsis of what the student has found out from doing this Action Project. This can take the form of a description and/or a graphic presentation. The summary is important because it provides the examiner with a base upon which to judge the student’s conclusions.

To be avoided:
The student should not confuse the summary of information with the conclusion nor should they repeat an account of the activities undertaken.

Marking Scheme requirements:
This section should have FIVE pieces of information or facts that the student had found out about the subject of the Action Project.

30 marks

5 x 6 marks awarded on an Appropriate Fact basis.

Facts and information presented here must relate to the specific Civic, Social and Political Education concept/unit/theme of the Action Project.

An Appropriate Fact is
(i) A valid fact relevant to the subject of the Action Project.
(ii) Two or three tentative facts relevant to the subject of the Action Project.
(iii) An explanation of a term or concept relevant to the subject of the Action Project.
(iv) A relevant illustration (e.g. pie chart or bar chart).
(v) Results of a survey presented in statistical form.

Note: an incomplete Appropriate Fact ONLY at the end of an answer may merit 3 marks.

Sample answers
30 marks
1. I found out a lot about the Defence Forces. I learned that there are two parts to the Defence Forces, there is the permanent defence Forces and a reserve Defence Forces.
2. The permanent Defence Force is made up of the Army, the Air Corps and the Naval Service.
3. The reserve Defence Force is made up of the First Line Reserves, An Foras Cosanta Aitiul and an Slua Muiri.
4. The reserve Defence Force is made up of people who work part time.
5. The Naval Service has modern ships named after mythical or historic people.
12 marks
1. Amnesty is a voluntary group that helps prisoners in jail.
2. The people are in jail because of what they believe in, or their colour etc. Amnesty sends letters to these people.
3. The guest speaker was good but it takes a lot of organising to have somebody in. I think that I am lucky to live in Ireland.

0 marks
I found out that it is important to provide information to new students.

Comments on sample answers
30 mark answer. The summary is marked in the light of the Action Project undertaken. The information provided here is a good summary of the information that the candidate found out while doing the particular Action Project. Five relevant facts/pieces of information are awarded 5 X 6 marks

12 mark answer. The summary of relevant information learned here is very short. The first fact is awarded 6 marks and the next two sentences constitute another appropriate statement and are also awarded 6 marks. Point number three is not a relevant fact and would be more appropriately included in the Conclusion.

0 mark answer. This answer is too vague and insubstantial to score any marks.
SECTION 5. Reflections

Guidelines for answering
A conclusion where the student shows his/her own thinking/reflection on the Action Project undertaken and outlines the reason why he/she has arrived at this conclusion within the context of the Action Project.

(30 marks)

To be encouraged:
Interpretation of findings and expression of views on the topic of the Action Project. It is important that these views reflect the human rights/social responsibility dimension of the course. The student should also refer to the learning process and the skills that s/he acquired.

To be avoided:
Statements that give no explanation as to why the students have drawn this particular conclusion. Statements that are contrary to the human rights/social responsibility dimension of this course. The student should avoid repeating the summary of information as a conclusion.

Marking Scheme requirements
A conclusion where the student reflects his/her own thinking on the Action Project undertaken and outlines the reasons why he/she has arrived at this conclusion within the context of the Action Project.

(30 marks)

Appropriate Statements presented here must relate to the specific CSPE concept/unit/ theme of the Action Project and be in keeping with the human rights and social responsibility perspective of CSPE

Reflection 3 x 6 marks awarded on Appropriate Statement basis
Reasons 12 marks

<table>
<thead>
<tr>
<th>An Appropriate Statement is</th>
<th>Reasons</th>
</tr>
</thead>
<tbody>
<tr>
<td>(i) A valid reflection, argument, explanation, interpretation, comment or judgement relevant to the subject/process/skills of the Action Project.</td>
<td>Poor or no reasons 0– 1</td>
</tr>
<tr>
<td>(ii) Two or three tentative statements</td>
<td>Fair reasons 2– 4</td>
</tr>
<tr>
<td>(iii) A relevant recommendation or suggestion.</td>
<td>Good reasons 5– 8</td>
</tr>
</tbody>
</table>

Very good reasons 9-12

Note: only one reason stated, Maximum 6 marks

Note: an incomplete Appropriate Statement ONLY at the end of an answer may merit 3 marks.

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 Action Project.

Sample answers
30 marks

I think that the Action Project that I have participated in has helped me to understand the EU and the euro currency that will be introduced into participating member states.

It is my opinion that the single euro currency that is being introduced is a good thing because we will not have to change money when going on holidays to countries that are participating in the scheme.

I feel that it is a shame that not all 15 members are not participating in the single currency. It is a pity that four states that have not agreed to this scheme- the UK, Denmark, Greece and Sweden – as a result of them staying outside the euro zone we will not really be united as a united states of Europe, like the United States of America.

I recommend that more schools should participate in this type of project, as they will learn of other cultures. They will also learn how good team spirit can be.
20 marks

*There is one thing I suggest, it is that people should take much more care of their own town, after all they are only letting themselves down. I mean foreigners that come to our town must really be disgraced at the amount of litter around the place. I recommend that there should be more litter wardens.*

12 marks

*Ceapaim mise go bhfuil na hóg-pholaiteoirí nios fearr na na sean-polaitoíirí. Níl said chomh ladránach le na TDs. Bhí dióma orm mar ní raibh siad go léir abalta gaeilge a labhairt.*

3 marks

*I feel that this Action Project was a very informative experience which I will remember for the rest of my life.*

<table>
<thead>
<tr>
<th>Comments on sample answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 mark answer.</td>
</tr>
<tr>
<td>This answer makes a number of relevant points; three of them are explained and a reason for the view held is presented. It satisfies all the criteria sought.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>20 mark answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>The candidate here has come to a very definite and clear conclusion. However in the light of the Action Project undertaken, this conclusion is very short. Only one point of any substance is made but it is developed and explained. The last sentence needs an explanation of why the candidate if recommending ‘more litter wardens’. Additional reflection on the subject of the Action Project and/or reference to the process of doing the Action Project and/or to the skills acquired would have enabled the student to get more marks.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>12 mark answer.</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the light of the Action Project undertaken this answer is very short. One conclusion is stated and a reason for the opinion given is also supplied. The final sentence is awarded 3 marks at the end of the answer. Again, additional reflection on the subject of the Action Project and/or reference to the process of doing the Action Project and/or to the skills acquired would have enabled the student to get more marks.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3 mark answer.</th>
</tr>
</thead>
<tbody>
<tr>
<td>This is one tentative statement. The point made is very general. Had the candidate provided a reason for the statement made, some marks would have been merited. As it stands this answer demonstrates little or no ability to reach a conclusion.</td>
</tr>
</tbody>
</table>
NOTES ON THE REVISED
COURSE WORK ASSESSMENT BOOKLET

Changes to the Course Work Assessment Booklet from 2003

There are a number of significant changes to the Coursework Assessment Booklet.

- It is now marked out of 120 marks
- Candidates are now required to refer to ONE module instead of two
- Candidates are now required to refer to THREE distinct classes.
- The Action Project component covers TWO pages.

Structure of the revised Course Work Assessment Booklet

The new structure and distribution of marks is as follows:

<table>
<thead>
<tr>
<th>Section</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title</td>
<td>3</td>
</tr>
<tr>
<td>What my module is about</td>
<td>7</td>
</tr>
<tr>
<td>Things I have done</td>
<td></td>
</tr>
<tr>
<td>One Class</td>
<td>20</td>
</tr>
<tr>
<td>Second Class</td>
<td>20</td>
</tr>
<tr>
<td>Third Class</td>
<td>20</td>
</tr>
<tr>
<td>An Account of my Action Project</td>
<td>30</td>
</tr>
<tr>
<td>Something I have to say</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>120</td>
</tr>
</tbody>
</table>
Notes to assist candidates in completing the revised Course Work Assessment Booklet

The Coursework Assessment Booklet reflects a module of work. A module is a 12 to 15 weeks work that includes an Action project. The entire module must be based on one of the seven course concepts in CSPE. The module can be undertaken at any time over the three years of the Junior Cycle. A module may be the exploration of a concept or a theme or a unit of work. The Coursework Assessment Booklet is divided into 5 sections. In completing each section, the following should be noted.

Section 1 - Title:
This should clearly indicate what the Coursework module was about.

Section 2 - What my module was about:
This section should give a clear overview of the module. It should contain at least five points.

Section 3 - Things I have Done
In giving the account of each of the three classes, the following should be borne in mind:
- Each class must be distinct.
- Repetition will not score. Each TOPIC, each DESCRIPTION, each LEARNING and each INTERESTING opinion must be different.
- The classes should not describe the work of the Action Project.
- In part (c), the ‘learning’ can be a fact or a skill.

Section 4 - An account of my Action Project (2 Pages)
In writing up the Action project, the following should be borne in mind:
- The Action project presented must be relevant to the module of work.
- It is compulsory; failure to complete these two pages will result in a penalty being imposed.
- In part 4, “two things I have learned” can refer to knowledge or skills learned about the subject of, or the process of doing, the particular Action Project.
- A student must not use the same material here as used in any of the accounts of class-work (Pages 3,4,5)

Section 5 - Something I have to say
This section gives students freedom to express themselves about their chosen issue. The ISSUE arises naturally from the module of work. It should be clearly stated and developed. It must be linked to the module of work being presented.