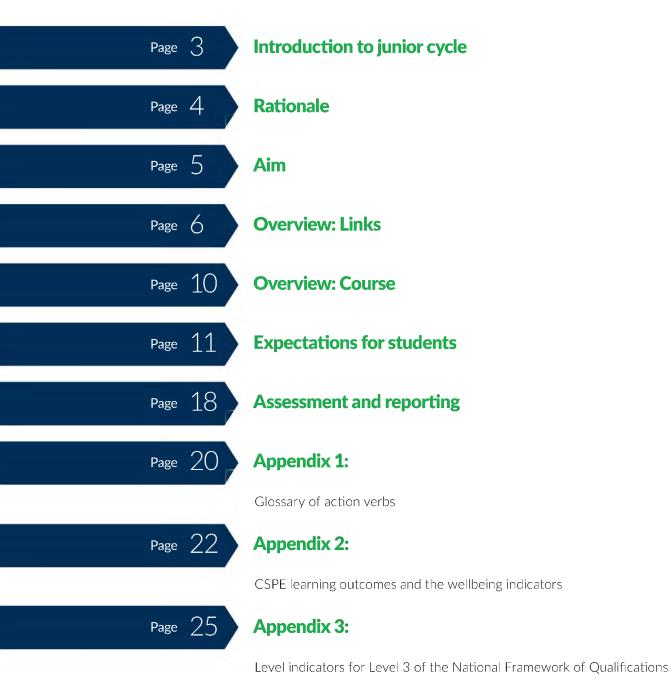# Short Course

Civic, Social and Political Education (CSPE)

Specification for Junior Cycle

March 2021

Contents

Introduction to junior cycle

Junior cycle education places students at the centre of the educational experience, enabling them to actively participate in their communities and in society, and to be resourceful and confident learners in all aspects and stages of their lives. Junior cycle is inclusive of all students and contributes to equality of opportunity, participation and outcome for all.

Junior cycle allows students to make a strong connection with learning by focusing on the quality of learning that takes place and by offering experiences that are engaging and enjoyable for them, and relevant to their lives. These experiences are of a high quality, contribute to the physical, mental and social wellbeing of learners, and where possible, provide opportunities for them to develop their abilities and talents in the areas of creativity and enterprise. The student's junior cycle programme builds on their learning in primary school. It supports their further progress in learning. It helps students to develop the learning skills that can assist them in meeting the challenges of life beyond school.

Rationale

Civic, Social and Political Education (CSPE) contributes to building the skills students need to contribute positively to a democratic society and to promote sustainable living. It gives them an understanding of social, economic and political structures at local, national and global levels and the opportunity to imagine and create ways in which they can make a difference to the lives of individuals and communities. CSPE builds on related learning experiences in primary education. It helps students to question, critique and evaluate what is happening in the world; provides students with an understanding of their human rights and social responsibilities; prompts students to consider how to create a more sustainable future for all; fosters an awareness of what it means to live responsibly in a democracy; and most importantly, it places active reflective citizenship at the centre of the learning process by providing students with the opportunity to take action and influence change around local, national and global issues.

CSPE is a core pillar of the Wellbeing programme within junior cycle as it enables students to grow in awareness of how their wellbeing is connected to the wellbeing of others, locally and globally. It also develops students' sense of responsibility for the wellbeing of others and provides opportunities for students to gain confidence, resilience and a sense of agency as they participate in actions and connect with a wider community working to help build a more equal, just and sustainable future.

Aim

The short course in CSPE aims to inform, inspire, empower and enable young people to participate as active citizens in contemporary society at local, national and global levels, based on an understanding of human rights and social responsibilities.

Overview: Links

Tables 1 and 2 on the following pages show how CSPE may be linked to central features of learning and teaching in junior cycle.

CSPE and statements of learning

Table 1: Links between junior cycle CSPE and the statements of learning

Statement	Examples of related learning in the course
SOL 7: The student values what it means to be an active citizen, with rights and responsibilities in local and wider contexts.	Across all strands of the course, students learn about issues that concern them and the wider world and consider the role and responsibility of all citizens in bringing about positive change. Student-led actions based on an understanding of human rights and social responsibilities are an essential part of the learning in CSPE.
SOL 9: The student understands the origin and impacts of social, economic, and environmental aspects of the world around her/him.	Students gain an understanding of the causes and consequences of a range of global challenges, identifying how different issues, people and places are connected. They also explore the role and relevance of economic and political structures to their lives. Importantly, the course allows students to examine the contribution citizens can make to creating a more equal, just and sustainable future at local, national and global levels.
SOL 10: The student has the awareness, knowledge, skills, values and motivation to live sustainably.	Students are challenged to consider their roles in contributing and responding to the challenges facing the world. Strand 2 focuses on sustainable development and invites students to discuss the sustainable living strategies they and others can employ to address climate change.
SOL 11: The student takes action to safeguard and promote her/his wellbeing and that of others	In each strand students decide on, plan and carry out an action which aims to promote the wellbeing of others, whether within their school, community or the wider world.

CSPE and key skills

In addition to their specific content and knowledge, the subjects and short courses of junior cycle provide students with opportunities to develop a range of key skills. The junior cycle curriculum focuses on eight key skills.

Figure 1: Key skills of junior cycle

- Developing my understanding and enjoyment of words and language
- Reading for enjoyment and with critical understanding
- Writing for different purposes
- Expressing ideas clearly and accurately
- Developing my spoken language
- Exploring and creating a variety of texts, including multi-modal texts

- Knowing myself
- Making considered decisions
- Setting and achieving personal goals
- Being able to reflect on my own learning
- Using digital technology to manage myself and my learning

- Using language
- Using numbers
- Listening and expressing myself
- Performing and presenting
- Discussing and debating
- Using digital technology to communicate

- Being healthy and physically active
- Being social
- Being safe
- Being spiritual
- Being confident
- Being positive about learning
- Being responsible, safe and ethical in using digital technology

BEING LITERATE

COMMUNICATING

MANAGING MYSELF

WORKING WITH OTHERS

STAYING WELL

KEY SKILLS

BEING CREATIVE

MANAGING INFORMATION & THINKING

BEING NUMERATE

- Developing good relationships and dealing with conflict
- Co-operating
- Respecting difference
- Contributing to making the world a better place
- Learning with others
- Working with others through digital technology

- Being curious
- Gathering, recording, organising and evaluating information and data
- Thinking creatively and critically
- Reflecting on and evaluating my learning
- Using digital technology to access, manage and share content

- Imagining
- Exploring options and alternatives
- Implementing ideas and taking action
- Learning creatively
- Stimulating creativity using digital technology

- Expressing ideas mathematically
- Estimating, predicting and calculating
- Developing a positive disposition towards investigating, reasoning and problem-solving
- Seeing patterns, trends and relationships
- Gathering, interpreting and representing data
- Using digital technology to develop numeracy skills and understanding

This course offers opportunities to support all key skills, but some are particularly significant. The examples in Table 2 identify some of the elements that are related to learning activities in CSPE. Teachers can also build many of the other elements of particular key skills into their classroom planning.

Table 2: Links between junior cycle CSPE and key skills

Key skill	Key skill element	Student learning activity
Being creative	Imagining	Students use their imaginations to: • develop empathetic thinking by considering issues from different perspectives • take inspiration from the community leaders and activists they encounter in their research and in person • envision ways that they can make a positive difference in the world.
Being literate	Reading for enjoyment and with critical understanding	Students research, examine and critique case studies and information presented in different media.
Being numerate	Seeing patterns, trends and relationships	Students develop an awareness of the patterns, trends and relationships between different economic, environmental, political and social issues and the links between causes and effects.
Communicating	Discussing and debating	Students become more confident through class debates and discussions as they learn how to present their opinions and support these with evidence from case studies and/or numerical data.
Managing information and thinking	Thinking creatively and critically	Students question their assumptions and the assumptions of others. They are encouraged to reflect on their understanding and review it in light of new information.
Managing myself	Being able to reflect on my own learning	Throughout the course, students reflect on their learning and how it relates to their lives. They also reflect on and evaluate progress in carrying out their actions.
Staying well	Being social	Students become aware of themselves as local and global citizens with rights and responsibilities and develop a sense of care for the wellbeing of others as they learn how their wellbeing is connected to the wellbeing of others and of our planet.
Working with others	Contributing to making the world a better place	There is a strong focus on linking learning with action. Through taking meaningful action, students become more empowered and see how, by working with others, they can make a real difference.

CSPE and Wellbeing

CSPE is a core pillar of the junior cycle Wellbeing programme. The six indicators of wellbeing – Active, Responsible, Connected, Resilient, Respected and Aware - describe what is important for young people and their wellbeing.

The CSPE short course supports young people to develop all six indicators of wellbeing. Appendix 2 demonstrates the extent to which the CSPE learning outcomes contribute directly to developing the indicators of wellbeing.

Figure 2: Indicators of wellbeing

ACTIVE

- Am I a confident and skilled participant in physical activity?
- How physically active am I?

RESPONSIBLE

- Do I take action to protect and promote my wellbeing and that of others?
- Do I make healthy eating choices?
- Do I know where my safety is at risk and do I make right choices?

CONNECTED

- Do I feel connected to my school, my friends, my community and the wider world?
- Do I appreciate that my actions and interactions impact on my own wellbeing and that of others, in local and global contexts?

RESILIENT

- Do I believe that I have the coping skills to deal with life's challenges?
- Do I know where I can go for help?
- Do I believe that with effort I can achieve?

RESPECTED

- Do I feel that I am listened to and valued?
- Do I have positive relationships with my friends, my peers and my teachers?
- Do I show care and respect for others?

AWARE

- Am I aware of my thoughts, feelings and behaviours and can I make sense of them?
- Am I aware of what my personal values are and do I think through my decisions?
- Do I understand what helps me to learn and how I can improve?

Guidelines to support schools in planning and developing a junior cycle Wellbeing programme are available on https://ncca.ie/en/junior-cycle/wellbeing.

Overview: Course

This junior cycle short course in CSPE focuses on supporting students in becoming active citizens through their learning in three strands: **Rights and responsibilities**, **Global citizenship**, and **Exploring democracy**.

Strand 1: Rights and responsibilities.

In this strand, students learn what it means to live with rights and responsibilities and examine the main human rights instruments that protect people's rights. This is a foundation strand.

Strand 2: Global citizenship.

In this strand, students explore issues of poverty, inequality and sustainable development and look at ways to bring about effective change.

Strand 3: Exploring democracy.

This strand enables students to examine how democracy works and the role of the media in a democracy.

The study of strand 1 is essential for students' successful engagement with strands 2 and 3. All strands however should be taught in an integrated way. Many of the learning outcomes are interrelated across the strands and a non-linear approach to planning is advised to allow linkages to be made across the learning.

Collaborative and active learning and the development of skills in citizenship, research, reflection and action are integrated across each of the three strands. A range of suggested actions, of varying degrees of challenge, are suggested at the end of each strand and it is also possible for teachers and students to decide on other relevant action(s). It is expected that students will engage in action as part of their learning in each of the three strands.

Students might be encouraged to maintain a reflection journal to help them reflect on their learning throughout the course. The journal could include:

- some of the big ideas they have learned
- reflection on skills they have developed
- questions they are still left with
- reflection on key insights they have gained and what it means for their own lives or for the future.

The Classroom-Based Assessment reflects the learning students undertake in this NCCA short course. Schools have the flexibility to adapt any NCCA short course to suit their particular needs and school context. If adapting the course, schools may also need to adapt the Classroom-Based Assessment, so that it reflects the learning their students undertook. Schools may also develop their own short course(s) and related Classroom-Based Assessments. Guidelines for schools who wish to develop their own short course(s) are available.

The learning outcomes of this course are broadly aligned with the level indicators for Level 3 of the National Framework of Qualifications (Appendix 3).

The CSPE short course has been designed for approximately 100 hours of student engagement.

Expectations for students

Expectations for students is an umbrella term that links learning outcomes with annotated examples of student work. For NCCA-developed short courses, in some cases examples of work associated with a specific learning outcome or with a group of learning outcomes are available on www.curriculumonline.ie. Schools who design their own short courses may wish to create a bank of examples of student work for discussion and for future reference.

Learning outcomes

Learning outcomes are statements that describe what knowledge, understanding, skills and values students should be able to demonstrate having completed this junior cycle short course in CSPE. The learning outcomes set out in the following tables apply to all students and represent outcomes for students at the end of their period of study (approximately 100 hours).

The outcomes are numbered within each strand. The numbering is intended to support teacher planning in the first instance and does not imply any hierarchy of importance across the outcomes themselves. Nor does it imply that the learning outcomes should be followed sequentially.

Strand 1: Rights and Responsibilities

Learning outcomes

Students learn about	Students should be able to
Human dignity: the basis for human rights	1.1 discuss what it means to be human and to live in a community with rights and responsibilities
	1.2 create a visual representation to communicate a situation where human dignity is not respected
	1.3 explain the hierarchy of human needs and how this relates to human rights
	1.4 access and interpret numerical data showing local and global distribution of basic resources and patterns of inequalities
Human rights instruments	1.5 share stories of individuals or groups who inspire them because of their work for human rights
	1.6 create a timeline tracing the origin of the concept of human rights, showing five or more key dates, events, people and documents
	1.7 communicate an understanding of the importance of the UDHR, UNCRC and the ECHR[1] in promoting human rights
	1.8 identify examples of social, cultural, language, economic, civic, religious, environmental and political rights
	1.9 outline different perspectives in situations where there is an apparent conflict of rights or an abuse of rights
	1.10 show an appreciation of their responsibility to promote and defend their individual human rights and those of others
	1.11 reflect on their ongoing learning and what it means for them

1   Universal Declaration of Human Rights (UDHR), United Nations Convention on the Rights of the Child (UNCRC) and European Convention on Human Rights (ECHR)

Sample Strand One Actions

Linking learning to action is a core part of the CSPE short course. The following suggested actions relate to Strand One mainly, although linkages with other strands are possible. It is not intended as a prescriptive list.

- Use digital technology to create a display showing situations or cases where human dignity was or is respected. Display finished work in school or online.

- Article 12 of the United Nations Convention on the Rights of the Child states that 'Young people have a right to have their voices heard and for adults to listen and take them seriously in matters that affect them.' Examine how your school supports listening to and involving young people in decision making about matters that affect them in school and share your findings.

- Identify a human rights issue of concern and engage with an individual, group, organisation or campaign focusing on that issue.

- Lobby a relevant government department about a human rights issue of personal relevance and/or concern to young people.

- Design and administer a survey to find out what peers/family members know and think about an issue relevant to human rights or children's rights. Share your findings with survey participants and with someone of influence.

- Publish an article, blog, vlog, podcast (or similar) about the treatment of a minority group in Ireland, referencing one or more human rights instruments and/or equality legislation, that is relevant to the issue.

- Organise a celebration to mark International Human Rights Day to inform people about the UDHR, UNCRC or ECHR, and/or organisations working in the field of human rights in Ireland.

- Research the impact of one global challenge (such as COVID-19, biodiversity loss, climate change, poverty) on the human rights of children and young people in Ireland or in the Global South.

- Organize a guest speaker(s) to talk to the class/school about a human rights/children's rights issue of interest/concern.

Strand 2: Global citizenship

Learning outcomes

Students learn about	Students should be able to
Sustainability	2.1 communicate how they are connected to and dependent upon eco-systems, people and places, near and far
	2.2 consider a variety of definitions of development and devise their own definition of sustainable development
	2.3 create a visual representation of data depicting their ecological footprint
	2.4 discuss sustainability strategies that individuals, communities, businesses, agriculture and governments can employ to address climate change
Local and global development	2.5 examine case studies or personal testimonies of people experiencing poverty or inequality from different contexts and countries and how they are working to overcome this
	2.6 express an informed opinion about the root causes of poverty, both locally and globally
	2.7 discuss, with evidence, positive and negative effects of development in their local area
Effecting global change	2.8 identify one person and one institution with power and influence in the world today, explaining the role of each
	2.9 analyse one global issue or challenge, under the following headings: causes, consequences, impact on people's lives and possible solutions
	2.10 evaluate how they can contribute to responding to one challenge currently facing the world
	2.11 examine a campaign for change in the area of sustainability and assess reasons why it has or has not been successful
	2.12 reflect on their ongoing learning and what it means for them

Sample Strand Two Actions

Linking learning to action is a core part of the CSPE short course. The following suggested actions relate to Strand Two mainly, although linkages with other strands are possible. It is not intended as a prescriptive list.

- Create a 'wellbeing' mural or noticeboard, highlighting the link between the wellbeing of people and the planet.

- Organise a class debate on a local or global development issue.

- Research case-studies to find out how Ireland's official development assistance (ODA) is tackling poverty and inequalities in specific countries.

- Write a letter or an email to a politician or to the media about a local or global issue of concern.

- Measure your class's attempts to lessen your collective impact on the planet over an agreed period by calculating your combined pre- and post- ecological footprints.

- Investigate the use of art, comedy, drama, poetry, music, multimedia (or similar) to communicate how to address the challenge of climate change.

- Organize a pop-up fashion swap-shop to recycle clothing and raise awareness about sustainable consumption and production.

- Invite a guest speaker(s) to talk to the class/school about a local or global development issue of interest/concern.

- Organise a visit to an organisation or community focused on sustainability issues.

- Support the work of a non-government organisation (NGO) that is working to address local or global inequalities, by supporting their awareness raising, campaigning or fund-raising efforts.

Strand 3: Exploring democracy

Learning outcomes

Students learn about	Students should be able to
The meaning of democracy	3.1 create a visual representation of the day-to-day contexts and institutions to which they belong, highlighting where they have power and influence
	3.2 describe decision-making processes and the roles of different groups in their class/school
	3.3 describe democratic structures for decision-making at local and national government levels
	3.4 use the correct terminology to describe Irish and European democratic institutions, structures, political parties and roles
	3.5 compare two or more systems of government, taking particular note of the ways in which the state interacts with its citizens, and citizens can shape their state
	3.6 discuss the strengths and weaknesses of the democratic process
The law and the citizen	3.7 identify laws that directly relate to their lives
	3.8 explain how laws are made, enforced and evolve over time
	3.9 explain the role and relevance of local, national and international courts
	3.10 list the nine grounds under which discrimination is illegal in Irish law, with examples
	3.11 investigate how individuals or groups have used the law to bring about change in society
The role of the media in a democracy	3.12 explore the role of different media in generating information and news and assess the pros and cons of each
	3.13 examine case studies of the use of digital or other media in **one** of the following: • a social justice movement • a political election or referendum • a criminal investigation • an environmental movement
	3.14 reflect on their ongoing learning and what it means for them

Sample Strand Three Actions

Linking learning to action is a core part of the CSPE short course. The following suggested actions relate to Strand Three mainly, although linkages with other strands are possible. It is not intended as a prescriptive list.

- Imagine you are running for election, make a badge and an election poster designed to inform potential voters about your priorities and proposals.

- Conduct a survey to find out what students think about decision making processes in your school and how these might be improved; share the findings.

- Participate in an election count using the PR voting system. Compare the PR system with one other system of voting.

- Organise a mock election or referendum in parallel with an election/referendum in real time and compare results.

- Produce a short video, animation (or similar) to explain and compare two different systems of government.

- Participate in a debate on the following motion: young people don't need the vote to have power and influence in our world today.

- Design a game or infographic to help your peers understand the workings of the Equality Tribunal, European Court of Human Rights or the International Criminal Court.

- Use or create images (no words) to show the nine grounds under which discrimination is illegal in Ireland.   [NB: respect copyright]

- Investigate the way that different media outlets report a local, national or global issue or topic of relevance to your CSPE course.

- Create a 'how-to' guide for people who want to be active online citizens, with a glossary of key terms, profiles of relevant social media platforms, and case studies of individuals or groups who have used these platforms to bring about positive change our world.

- Investigate the use of social media by one or more politicians.

Assessment and reporting

Essentially, the purpose of assessment and reporting at this stage of education is to support learning. This short course supports a wide variety of approaches to assessment. Some learning outcomes lend themselves to once-off assessment, others to assessment on an ongoing basis as students engage in different learning activities such as discussing, explaining, researching, presenting, planning and taking action. In these contexts, students with their teachers and peers reflect upon and make judgements about their own and others' learning by looking at the quality of particular pieces of work. They plan the next steps in their learning, based on feedback they give and receive. Ongoing assessment can support the student in their learning journey and in preparing for the Classroom-Based Assessment related to this short course.

It is envisaged that students will provide evidence of their learning in a variety of ways including digital media, audio recordings and written pieces.

Assessment is most effective when it moves beyond marks and grades and reporting focuses not only on how the student has done in the past but on the next steps for further learning. Student progress and achievement in short courses, both in ongoing assessments and in the specific Classroom-Based Assessment relating to this short course will be communicated to parents/guardians in interim reporting and in the Junior Cycle Profile of Achievement (JCPA). To support teachers and schools, an Assessment Toolkit is available online at www.ncca.ie/en/junior-cycle/assessment-and-reporting. Along with the guide to the Subject Learning and Assessment Review (SLAR) process, the Assessment Toolkit includes learning, teaching, assessment and reporting support material.

Classroom-Based Assessment

Classroom-Based Assessments are the occasions when the teacher assesses the students in the specific assessment(s) that are set out in the subject or short course specification. Junior cycle short courses will have one Classroom-Based Assessment. Where feasible, teachers will participate in SLAR meetings for their short course(s).

Classroom-Based Assessment: Citizenship Action Record

Students will complete at least three citizenship actions as part of their learning, one for each of the three strands of the CSPE short course. Students are expected to create an Action Record for one of these actions as their Classroom-Based Assessment. A particular purpose of the Classroom-Based Assessment will be to facilitate developmental feedback to students during their engagement with the task and at the end of the process. The Classroom-Based Assessment for the CSPE short course can be completed in second or third year.

The Classroom-Based Assessment can be produced in written, visual, audio or multimedia formats and it may be supported through the use of an interview or presentation.

Features of quality

The features of quality support students and teachers during the Classroom-Based Assessment process, and are the criteria that will be used by teachers to assess students' final Action Record.

More detailed material on assessment and reporting in this CSPE short course, including features of quality and details of the practical arrangements related to assessment of this Classroom-Based Assessment are available in separate assessment guidelines for CSPE.

Inclusive assessment practices

This specification allows for inclusive assessment practices whether as part of ongoing assessment or Classroom-Based Assessments. Where a school judges that a student has a specific physical or learning difficulty, reasonable accommodations may be put in place to remove, as far as possible, the impact of the disability on the student's performance in Classroom-Based Assessments. The accommodations, e.g. access to the Special Needs Assistant or the support of assistive technologies, should be line with the arrangements the school has put in place to support the student's learning throughout the year.

Appendix 1:
Glossary of action verbs

Action verbs	Students should be able to
Access	obtain or retrieve information
Analyse	study or examine something in detail, break down in order to bring out the essential elements or structure; identify parts and relationships, and to interpret information to reach conclusions
Assess	show skills of judgement and evaluation, balancing different perspectives
Communicate	use written, visual, verbal or signs/gestures to share meaning or exchange information with an audience
Compare	give an account of the similarities and/or differences between two (or more) items, perspectives or positions, referring to both/all of them throughout
Consider	reflect upon the significance of something
Create	in the context of CSPE, 'create a visual representation' and 'create a timeline' can be something physical (such as a mime, drama), digital (such as a collage, poster, video, presentation), paper based (scrapbook, poster), data-based (charts, graphs), or artistic representation
Describe	give an account, using words, diagrams or images, of the main points of the topic
Devise	plan, develop or create something by careful thought
Discuss	examine different concepts, perspectives or opinions on a topic and then come to their own conclusion/viewpoint, supported by appropriate evidence or reasons
Evaluate	collect and examine information/evidence to make judgements and appraisals; describe how evidence supports or does not support a judgement; identify the limitations of evidence in conclusions; make judgements about ideas, solutions or methods
Examine	enquire into/look closely at arguments, data, information and stories in a way that uncovers origins, assumptions, perspectives and relationships
Explain	implies more than a list of facts/ideas: the reasons or cause for or further detail about these facts/ideas must also be given
Explore	systematically look into something closely for the purpose of discovery; to scrutinise or probe
Express	communicate or present information and ideas clearly and accurately
Identify	recognise and state briefly a distinguishing fact, feature or example

Interpret	use knowledge and understanding to recognise trends and draw conclusions from given information
Investigate	observe, study, or make a detailed and systematic examination, in order to establish facts and provide supporting evidence for conclusions
List	provide a number of points or facts
Outline	set out the main points of information on a topic
Reflect	give thoughtful and careful consideration to their actions, experiences, values and learning in order to gain new insights and make meaning of it for themselves
Share	communicate to exchange information with an audience

Appendix 2:
CSPE learning outcomes and wellbeing indicators

Strand 1: Rights and responsibilities

Students learn about...		Learning outcomes — Students should be able to...	Active*	Responsible	Connected	Resilient	Respected	Aware
Human dignity: the basis for human rights	1.1	discuss what it means to be human and to live in a community with rights and responsibilities	✓	✓	✓	✓	✓	✓
	1.2	create a visual representation to communicate a situation where human dignity is not respected	✓	✓	✓		✓	✓
	1.3	explain the hierarchy of human needs and how this relates to human rights	✓		✓		✓	
	1.4	access and interpret numerical data showing local and global distribution of basic resources and patterns of inequalities	✓		✓		✓	✓
Human rights instruments	1.5	share stories of individuals or groups who inspire them because of their work for human rights	✓	✓	✓	✓	✓	✓
	1.6	create a timeline tracing the origin of the concept of human rights, showing five or more key dates, events, people and documents	✓		✓			
	1.7	communicate an understanding of the importance of the UDHR, UNCRC and the ECHR in promoting human rights	✓		✓	✓	✓	✓
	1.8	identify examples of social, cultural, language, economic, civic, religious, environmental and political rights	✓	✓	✓		✓	
	1.9	outline different perspectives in situations where there is an apparent conflict of rights or an abuse of rights	✓		✓		✓	✓
	1.10	show an appreciation of their responsibility to promote and defend their individual human rights and those of others	✓	✓	✓	✓	✓	✓
	1.11	reflect on their ongoing learning and what it means for them	✓	✓	✓	✓		✓

* CSPE aims to provide young people with opportunities to participate as active citizens at all levels of society. In CSPE, students are active in their learning through the use of active methodologies, in the exercise of their voice, and in the choices they make around the actions they undertake and the modes of reflecting and recording their actions. In addition, CSPE may, on occasion, involve physical activity within or beyond the school.

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Strand 2: Global citizenship

Students learn about...		*Learning outcomes* *Students should be able to...*	Active*	Responsible	Connected	Resilient	Respected	Aware
Sustainability	2.1	communicate how they are connected to and dependent upon eco-systems, people and places, near and far	♥	🧍	🤲		🤝	💡
	2.2	consider a variety of definitions of development and devise their own definition of sustainable development	♥		🤲		🤝	
	2.3	create a visual representation of data depicting their ecological footprint	♥	🧍	🤲	🌱		💡
	2.4	discuss sustainability strategies that individuals, communities, businesses, agriculture and governments can employ to address climate change	♥	🧍	🤲	🌱	🤝	💡
Local and global development	2.5	examine case studies or personal testimonies of people experiencing poverty or inequality from different contexts and countries and how they are working to overcome this	♥		🤲	🌱	🤝	💡
	2.6	express an informed opinion about the root causes of poverty, both locally and globally	♥		🤲		🤝	💡
	2.7	discuss, with evidence, positive and negative effects of development in their local area	♥	🧍	🤲			💡
Effecting global change	2.8	identify one person and one institution with power and influence in the world today, explaining their role	♥	🧍	🤲	🌱	🤝	💡
	2.9	analyse one global issue or challenge, under the following headings:causes, consequences, impact on people's lives and possible solutions	♥	🧍	🤲	🌱		💡
	2.10	evaluate how they can contribute in responding to one challenge currently facing the world	♥	🧍	🤲	🌱	🤝	💡
	2.11	examine a campaign for change in the area of sustainability and assess reasons why it has been successful or not	♥		🤲	🌱		💡
	2.12	reflect on their ongoing learning and what it means for them	♥	🧍	🤲	🌱		💡

* CSPE aims to provide young people with opportunities to participate as active citizens at all levels of society. In CSPE, students are active in their learning through the use of active methodologies, in the exercise of their voice, and in the choices they make around the actions they undertake and the modes of reflecting and recording their actions. In addition, CSPE may, on occasion, involve physical activity within or beyond the school.

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Strand 3: Exploring democracy

Students learn about...		Learning outcomes *Students should be able to...*	Active*	Responsible	Connected	Resilient	Respected	Aware
The meaning of democracy	3.1	create a visual representation of the day-to-day contexts and institutions to which they belong, highlighting where they have power and influence	●	●	●	●	●	●
	3.2	describe decision-making processes and the roles of different groups in their class/school	●	●	●	●	●	●
	3.3	describe democratic structures for decision-making at local and national government levels	●		●	●		
	3.4	use the correct terminology to describe Irish and European democratic institutions, structures, political parties and roles	●		●			
	3.5	compare two or more systems of government, taking particular note of the ways in which the state interacts with its citizens, and citizens can shape their state	●	●	●	●	●	
	3.6	discuss the strengths and weaknesses of the democratic process	●		●		●	
The law and the citizen	3.7	identify laws that directly relate to their lives	●	●	●	●	●	●
	3.8	explain how laws are made, enforced and evolve over time	●		●			
	3.9	explain the role and relevance of local, national and international courts	●		●			
	3.10	list the nine grounds under which discrimination is illegal in Irish law, with examples	●	●	●	●	●	●
	3.11	investigate how individuals or groups have used the law to bring about change in society	●	●	●	●		●
The role of the media in a democracy	3.12	explore the role of different media in generating information and news and assess the pros and cons of each	●	●	●	●	●	●
	3.13	examine case studies of the use of digital or other media in one of the following: • a social justice movement • a political election or referendum • a criminal investigation • an environmental movement	●		●	●	●	
	3.14	reflect on their ongoing learning and what it means for them	●	●	●	●		●

* CSPE aims to provide young people with opportunities to participate as active citizens at all levels of society. In CSPE, students are active in their learning through the use of active methodologies, in the exercise of their voice, and in the choices they make around the actions they undertake and the modes of reflecting and recording their actions. In addition, CSPE may, on occasion, involve physical activity within or beyond the school.

Appendix 3:
Level indicators for Level 3 of the National Framework of Qualifications

This short course has been developed in alignment with the level indicators for Level 3 of the National Framework of Qualifications. Usually, for Level 3 certification and awards, the knowledge, skill and competence acquired are relevant to personal development, participation in society and community, employment, and access to additional education and training.

NFQ Level	3
Knowledge *Breadth*	Knowledge moderately broad in range
Knowledge *Kind*	Mainly concrete in reference and with some comprehension of relationship between knowledge elements
Know-how and skill *Range*	Demonstrate a limited range of practical and cognitive skills and tools
Know-how and skill *Selectivity*	Select from a limited range of varied procedures and apply known solutions to a limited range of predictable problems
Competence *Context*	Act within a limited range of contexts
Competence *Role*	Act under direction with limited autonomy; function within familiar, homogeneous groups
Competence *Learning to learn*	Learn to learn within a managed environment
Competence *Insight*	Assume limited responsibility for consistency of self-understanding and behaviour