



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate Examination 2019

Politics and Society

Higher Level

Tuesday 25 June

Morning 9:30-12:00

400 marks

Examination Number

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Instructions

There are three sections in this examination paper.

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|-----------|------------------------|-----------|
| Section A | Short Answer Questions | 50 marks |
| Section B | Data-Based Questions | 150 marks |
| Section C | Discursive Essays | 200 marks |

Answer All Sections

Write your answers in the spaces provided in this booklet. You may lose marks if you do not do so. You are not required to use all of the space provided.

Additional pages are provided if needed. Label any extra work clearly with the question number and part.

This examination booklet will be scanned and your work will be presented to an examiner on screen. Anything that you write outside of the answer areas may not be seen by the examiner.

You may only use blue or black pen when writing your answers. Do not use pencil.



Answer any **ten** of the following items: **(a), (b), (c)**...

Question 1

- (a)** Explain what is meant when human rights are described as absolute rights and qualified rights. Give an example of each.

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| Absolute: |
| |
| Example: |
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| Qualified: |
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| Example: |
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- (b)** This image highlights one of the many challenges currently facing the European Union (EU). Briefly describe this or any other challenge facing the EU.



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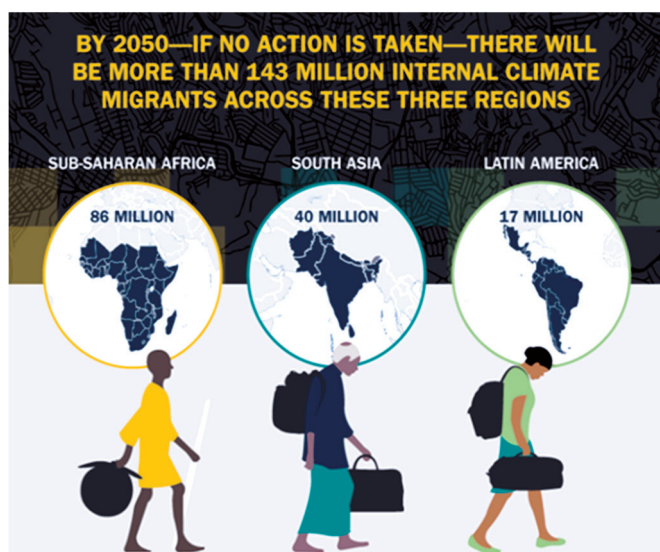
- (c) Explain the role of the Equal Status Acts 2000-2015 in protecting against discrimination.

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- (d) Are school uniforms socially divisive or a powerful tool for social equality? Justify your answer.

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- (e) Describe **two** actions that need to be taken at international level to stem the flow of climate migration.



First action:

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| Second action: |
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- (f) Name **two** of the main responsibilities of the Irish government in relation to upholding the United Nations Convention on the Rights of the Child. Identify **one** key issue in Irish society where the government is failing to meet these responsibilities.

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- (g) Describe **one** argument for and **one** argument against gender quotas as a means of increasing women's participation/representation in positions of power.

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| Argument for: |
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| Argument against: |
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- (h) Explain the role of the International Monetary Fund (IMF) and describe **one** positive or **one** negative aspect of the IMF's role in the world.

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| Role: |
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| Aspect: |
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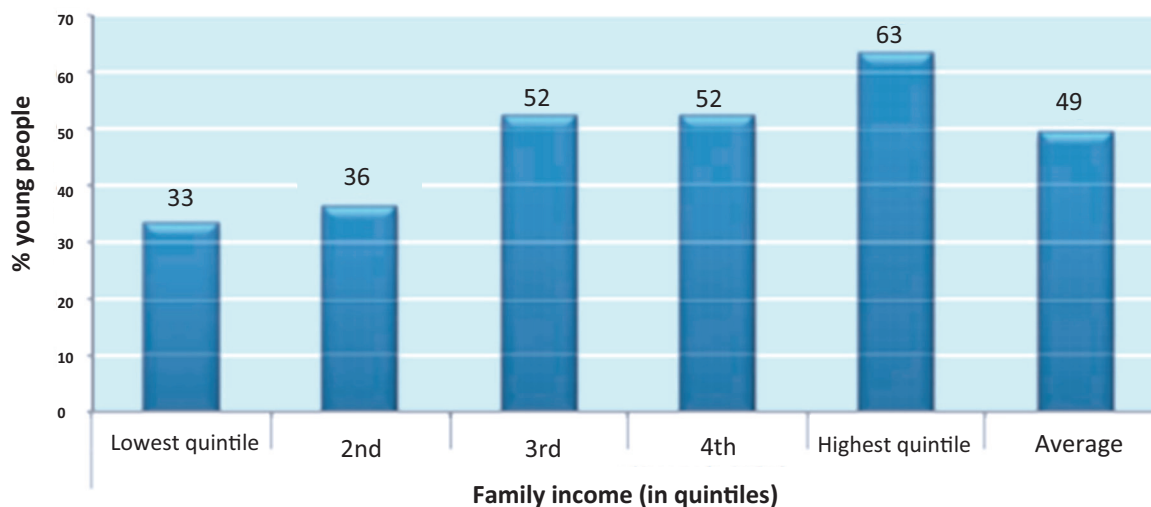
- (i) Identify **two** supranational organisations in which Ireland participates. In the case of **one** of these organisations, describe **one** advantage for Ireland.

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- (j) What conclusion can you draw from the ESRI data, presented below, about the connection between social class and equality of opportunity in education in Ireland?

Percentage of 17/18 year-olds in final year in school taking grinds / private tuition classified by family income



Income Quintiles divide the population into 5 groups from the lowest income to the highest income with approximately 20% of the population in each group.

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- (k) There are many theories as to why some countries remain underdeveloped. Name and briefly outline **one** of these theories and the theorist associated with it.

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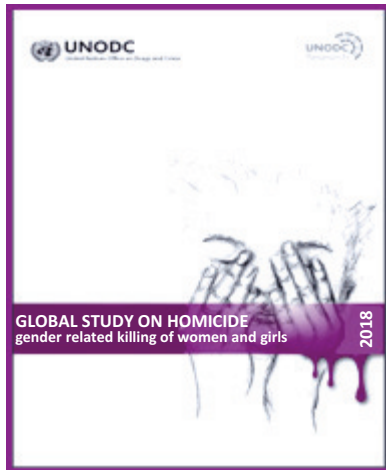
- (l) Describe the way in which the European Parliament is elected.

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Answer **all** questions in this section. Answer in the space provided.

Document A



United Nations Office of Drugs and Crime (UNODC) Report 2018: Gender related killing of women and girls

The data presented in this study are based on national homicide statistics from around the world in which the relationship between the victim and perpetrator or the motive was reported.

A total of 87,000 women were intentionally killed in 2017. More than half of them (58 per cent) - 50,000 - were killed by intimate partners or family members, meaning that 137 women across the world are killed by a member of their own family every day.

Despite the fact that men are the principal victims of homicide globally, these findings show that women continue to bear the heaviest burden of intimate partner/family related homicide, as a result of gender stereotypes and inequality.

Many of the victims of **femicide** are killed by their current or former partners. Many women are also killed by fathers, brothers, mothers, sisters and other family members, making the home the most likely place for a woman to be killed.



Document B

Case Studies: Violence against women: The stories behind the statistics, 25 November 2018

By Rebecca Skippage, Assistant Editor, BBC Monitoring.



Neha Sharad Caudury, 18, India

Monday 1 October, Neha Sharad Chaudury died in a suspected "honour" killing on her 18th birthday. She had been out celebrating with her boyfriend. Police confirmed to the BBC that her parents did not approve of the relationship.

Her parents and another male relative are accused of killing her in their home that evening.

The three remain in custody awaiting trial. The BBC has learned that they intend to deny the charges.



Marie-Amélie Vaillat, 36, France

Monday 1 October, Marie-Amélie Vaillat was killed by her husband, Sebastien Vaillat. The couple had separated after four years of marriage. Her husband confessed what he had done to the police.

Outside the door of Marie-Amélie's shop on Rue Bichat, residents left a sea of flowers and organised a march in her memory.

The killing of Marie-Amélie came on the same day that the French government announced new plans to tackle domestic abuse.



Judith Chesang, 22, Kenya

Monday 1 October, Judith Chesang and her sister Nancy were out in the fields harvesting their crop.

Judith a mother of three, had recently separated from her husband, Laban Kamuren. She went back to live in her parents' village in the north of the country.

Soon after the sisters began their work, Laban arrived at their farm and attacked and killed Judith.

NEWS

BBC To collect the stories of these women, BBC Monitoring's international network of journalists and researchers analysed TV, radio, print, online and social media around the world, looking for reports of women killed on one particular day - on 1 October 2018 - for gender-related reasons. They did this by commissioning researchers and freelancers to listen to radio stations in far-flung places and scour local papers to find credible reports of women and girls being killed because of their gender around the world.

Their work was fed back to a small London-based central team, who checked and collated the information. For some countries, their most useful data-gathering tools were eyes and ears. In total they found 47 reports of women killed on that one day around the world. This suggests that a large share of violence against women is "widely underreported to authorities and a large share of such violence is hidden".

Rebecca Skippage, who led the project for BBC Monitoring, found that by looking beyond the numbers, "the way in which the media reported their lives and deaths revealed a huge amount about how women are viewed by different societies around the world". She explains, "We were looking for deaths within one day, but it took a month of searching to find the women's stories for that one day. We found that the time-lag in reporting, the tone of the coverage or the scarcity of information often told a wider tale about the status of women in that region."



Data Based Questions

(150 marks)

- (a) Based on the evidence in Document A, would you conclude that 'femicide' is a problem throughout the world? Justify your answer.

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- (b) Is Document A a reliable source of research data? Justify your answer.

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- (c) Critique (give one positive and one negative aspect) the authorship of Document B.

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(d) Outline the limitations of the research methodology used in Document B.

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(e) Referring to Document B what would you conclude about the role the media can play in raising awareness of gender based violence?

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(f) Drawing on the evidence in both documents or your wider learning, what would you conclude are the root causes of violence against women?

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Answer two questions from 3, 4, 5, and 6

Question 3(a)

(100 marks)



As we celebrate 100 years of Dáil Éireann, discuss whether the Irish electoral system is in need of reform.

[Your answer should include examples and evidence to support your position. You should also refer to the views of at least two theorists you have studied, one of whom must be named on your course.]

OR

Question 3(b)

(100 marks)

Where does the right to a peaceful protest begin and end in a democratic society?

[Your answer should include contemporary examples and evidence from a local and/or global context to support your argument. You should also refer to the ideas of at least two theorists, one of whom must be named on your course.]

Question 4

(100 marks)



Given the focus on environmental destruction in recent times, discuss whether a consumer's purchasing choices can address this problem.

[Your answer should include current examples and evidence to support your position. You should also refer to two or more relevant international agreements/organisations* **and/or** the views of two or more theorists, one of whom must be named on your course.]

*Relevant international agreements or organisations include The United Nations Sustainable Development Goals, Paris Climate Agreement, The World Bank, The World Economic Forum, etc.



Question 5

(100 marks)

10 December 2018 marked the 70th Anniversary of the adoption by the UN General Assembly of the Universal Declaration of Human Rights (UDHR).



70 years later are human rights declarations and conventions anything more than ideas on paper doing little to improve the lives of people who find themselves in a position of poverty and powerlessness?

[Your answer should include contemporary examples and evidence from a local or global context to support your argument. You should also refer to the ideas of at least two theorists, at least one of whom must be named on your course.]

Question 6(a)

(100 marks)

In 2018, 200 residents in Wicklow opposed the transformation of the Grand Hotel into a Direct Provision centre which aimed to house 100 refugees.

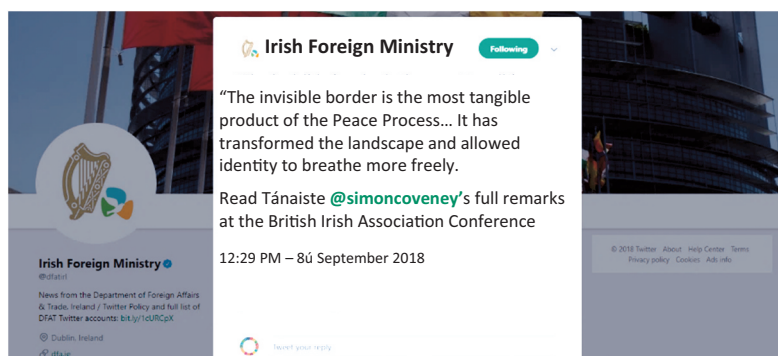
Discuss the above incident with particular reference to the ideas of either Benedict Anderson or Thomas Hylland Eriksen. Your answer should also include examples and evidence to support your position.

OR

Question 6(b)

(100 marks)

The tweet below is a quote from a speech by Simon Coveney, the Tánaiste and Minister for Foreign Affairs and Trade, to the 2018 British Irish Association's annual conference.



With particular reference to the border on the island of Ireland, discuss whether borders define identity.

[Your answer should include examples and evidence from a local and/or global context to support your argument. You should also refer to the views of two theorists you have studied, at least one of whom must be named on your course.]



Optional space to help you prepare your answer.



[illegible]

Optional space to help you prepare your answer.



[illegible]

Optional additional page.

Indicate clearly the number and part of the question(s) you are answering.

[illegible]

Optional additional page.

Indicate clearly the number and part of the question(s) you are answering.

[illegible]

Acknowledgements

Images

Image on page 3: Liu Rui, Global Times, *Rise of populism in Europe* < <http://www.globaltimes.cn/content/1092108.shtml> > (Accessed 09 March 2019).

Image on page 4: <<https://jpratt27.wordpress.com/2018/05/27/protecting-climatechange-refugees-kumi-auspol-qldpol-stopadani/>> (Accessed 09 March 2019).

Image on page 6: Growing up in Ireland, Child cohort at 17/18 years, November 2016, *Key Findings: No 1 Education and Early work experiences* <<https://www.growingup.ie/pubs/SUSTAT56.pdf>> (Accessed 09 March 2019).

Image on page 12: <<https://twitter.com/oireachtasnews/status/1079714030942674949>> (Accessed 09 March 2019).

Image on page 12: *Deforestation Facts for Kids, In 100 Years, there will be no Rainforests* <<http://www.theworldcounts.com/stories/Deforestation-Facts-for-Kids>> (Accessed 09 March 2019).

Image on page 13: <<https://equalityhub.org/2018/10/04/70-years-universal-declaration-of-human-rights/>> (Accessed 09 March 2019).

Image on page 13: <<https://twitter.com/dfatirl/status/1038509526281011200>> (Accessed 09 March 2019)
Adapted.

Reports

Document A: UNODC, *Global Study on Homicide 2018* (Vienna, 2018), Online version.

https://www.unodc.org/documents/data-and-analysis/GSH2018/GSH18_Gender-related_killing_of_women_and_girls.pdf > (Accessed 09 March 2019) Adapted.

Document B: Skippage, R. *Violence against women: The stories behind the statistics* <<https://www.bbc.com/news/world-46307051>> (Accessed 09 March 2019) Adapted.

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