



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2021

Marking Scheme

Politics and Society

Higher 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.

- The detail required in any answer is determined by the context and the manner in which the question is asked and by the number of marks assigned to the response in the examination paper.
- Words, expressions or phrases must be correctly used in context and not contradicted, and where there is evidence of incorrect use or contradiction, the marks may not be awarded.
- As a general rule, if in doubt about the validity of any response, examiners must consult their advising examiner before awarding marks.
- The suggestions, examples etc. in the scheme are not exhaustive and alternative valid responses etc. are acceptable.

The procedure for marking consists of:

- Careful reading and analysis of all the responses
- Allocation of marks to the components according to the agreed scheme.

SECTION A

Question 1

There are 15 questions of which candidates must answer 10

50 marks - 10 x 5 marks

(a) One advantage and one disadvantage of a coalition government. 3 marks + 2 marks

Very good description	3M		
Good description	2M	Good description	2M
Fair description	1M	Fair description	1M
Irrelevant description	0M	Irrelevant description	0M

Note: If the first point is awarded 2M or less, mark the second point out of 3M

(b) Explanation of the view of capitalism portrayed in the image. 5 marks

Very good explanation	4 - 5M
Good explanation	2 - 3M
Fair explanation	0 - 1M

(c) Description of a model of participation for young people's involvement in decision-making processes. 5 marks

Very good description	4 - 5M
Good description	2 - 3M
Fair description	0 - 1M

(d) Description of two relevant criticisms of democratic governments. 3 marks + 2 marks

Very good description	3M		
Good description	2M	Good description	2M
Fair description	1M	Fair description	1M
Irrelevant description	0M	Irrelevant description	0M

Note: If the first point is awarded 2M or less, mark the second point out of 3M

(e) Evaluation of the statement ‘Statistics don’t lie but liars use statistics.’ 5 marks

Very good evaluation	4 - 5M
Good evaluation	2 - 3M
Fair evaluation	0 - 1M

(f) Explanation of the term ‘localisation’. 5 marks

Very good explanation	4 - 5M
Good explanation	2 - 3M
Fair explanation	0 - 1M

(g) Description of one advantage and one challenge of living in a globalised world. 3 marks + 2 marks

Very good description	3M		
Good description	2M	Good description	2M
Fair description	1M	Fair description	1M
Irrelevant description	0M	Irrelevant description	0M

Note: If the first point is awarded 2M or less, mark the second point out of 3M

(h) Two reasons why developing countries should be given development aid and/or debt relief in order to develop sustainably. 3 marks + 2 marks

Very good reason	3M		
Good reason	2M	Good reason	2M
Fair reason	1M	Fair reason	1M
Irrelevant reason	0M	Irrelevant reason	0M

Note: If the first reason is awarded 2M or less, mark the second reason out of 3M

(i) What the image says about equality of opportunity in education. 5 marks

Very good explanation	4 - 5M
Good explanation	2 - 3M
Fair explanation	0 - 1M

(j) Explanation of the purpose of a programme for government. 5 marks

Very good explanation	4 - 5M
Good explanation	2 - 3M
Fair explanation	0 - 1M

(k) Explain why 'The highest cost is the cost of doing nothing' in relation to Climate Change. 5 marks

Very good explanation	4 - 5M
Good explanation	2 - 3M
Fair explanation	0 - 1M

(l) Two arguments on the issue of whether the right to housing should be enshrined in the Irish Constitution. 3 marks + 2 marks

Very good argument	3M		
Good argument	2M	Good argument	2M
Fair argument	1M	Fair argument	1M
Irrelevant argument	0M	Irrelevant argument	0M

Note: If the first argument is awarded 2M or less, mark the second argument out of 3M

(m) Evaluation of the image in the context of individuals taking actions that address sustainable development. 5 marks

Very good evaluation	4 - 5M
Good evaluation	2 - 3M
Fair evaluation	0 - 1M

(n) Two points about how voter suppression might influence the outcome of an election.

3 marks + 2 marks

Very good description 3M

Good description 2M

Fair description 1M

Irrelevant description 0M

Good description 2M

Fair description 1M

Irrelevant description 0M

Note: If the first description is awarded 2M or less, mark the second description out of 3M

(o) Two reasons why racial discrimination is an issue for society as a whole.

3 marks + 2 marks

Very good reason 3M

Good reason 2M

Fair reason 1M

Irrelevant reason 0M

Good reason 2M

Fair reason 1M

Irrelevant reason 0M

Note: If the first reason is awarded 2M or less, mark the second reason out of 3M

SECTION B

Question 2 – 150 marks

- (a) Critique of the methodology in Document A. 10 marks

Very good critique	8 - 10M
Good critique	4 - 7M
Fair critique	0 - 3M

- (b) Comment on the authorship of Document B. 10 marks

Very good comment	8 - 10M
Good comment	4 - 7M
Fair comment	0 - 3M

- (c) Critique of the use of multiple sources for statistics in Document B. 20 marks

One positive aspect (10 marks)

Very good description	8 - 10M
Good description	4 - 7M
Fair description	0 - 3M

One negative aspect (10 marks)

Very good description	8 - 10M
Good description	4 - 7M
Fair description	0 - 3M

- (d) Conclusion about the impact of disinformation about COVID-19 through social media. 20 marks

Very good answer	16 - 20M	clear, accurate, insightful conclusion
Good answer	11 - 15M	relevant conclusion, lacking insight
Fair answer	6 - 10M	limited, conclusion lacking clarity
Weak answer	0 - 5M	contradictory or confused conclusion.

- (e) What conclusion can be drawn from the fact that 'news organisations' and the 'national government' have the same levels of trust (59%) from those surveyed?

20 marks

Very good	16 - 20M	independent, insightful conclusion
Good	11 - 15M	relevant conclusion lacking insight
Fair	6 - 10M	limited conclusion, lacking clarity
Weak	0 - 5M	contradictory or confused.

- (f) What statement is being made in Graphic 3 in Document B about the role of the press in a democratic society?

20 marks

Very good answer	16 - 20M	independent, insightful statement
Good answer	11 - 15M	relevant, statement lacking insight
Fair answer	6 - 10M	limited, statement lacking clarity
Weak answer	0 - 5M	contradictory or confused.

- (g) Evaluation of the need for a campaign such as #Pledge to Pause.

50 marks

Evaluation

(30 marks)

Very Good	24 - 30M	focused, insightful
Good	17 - 23M	coherent, relevant
Fair	9 - 16M	limited, flawed
Weak	0 - 8M	confused, inaccurate.

Use of documents to support evaluation

(20 marks)

Very Good	16 - 20M	comprehensive use of documents
Good	11 - 15M	basic use of documents
Fair	6 - 10M	limited use of documents
Weak	0 - 5M	use of documents is vague or inaccurate.

Section C

Marking the discursive essay:

1. Read the entire essay without allocating any marks.
2. Mark the essay using the marking criteria and total the marks.
3. Review total mark awarded using the grade band descriptors.
4. To finalise the total mark review again using the criteria.

Marking Criteria

	Excellent	Very good	Good	Fair	Weak
Introduction (I)	Directly addresses, clarifies and contextualises the issue.	Directly addresses and contextualises the issue.	Issue is reasonably addressed with limited contextualisation.	Issue is vaguely addressed with no contextualisation.	Issue is vaguely or completely misunderstood.
10 marks	9 - 10	7 - 8	5 - 6	3 - 4	0 - 2
Knowledge (K)	Clear and critical understanding. Extensive knowledge of the issue.	A very good logical essay based on a comprehensive knowledge and understanding of the issue. No significant omissions or errors.	A reasonable essay based on a basic knowledge but limited understanding of the issue. Contains minor omissions and errors.	A confused essay based on a vague understanding of the issue. Contains major omissions and errors.	A weak essay showing little or no knowledge of the issue. Information may be incorrect or contradictory.
20 marks	18 - 20	14 - 17	10 - 13	5 - 9	0 - 4
Evidence (E)	Identifies and interrogates convincingly a broad range of relevant, authoritative and credible sources of evidence.	Identifies and interrogates a sufficient range of relevant, authoritative and credible evidence.	Identifies and interrogates a limited range of evidence with an over reliance on unsubstantiated data.	Evidence presented is simplistic or confused. Evidence is only vaguely relevant to the topic.	Little or no evidence presented / evidence is not relevant to the issue.
20 marks	18 - 20	14 - 17	10 - 13	5 - 9	0 - 4
Analysis & Synthesis (A)	An excellent argument based on a critical and perceptive analysis of the evidence.	A very good argument based on a critical and perceptive analysis of the evidence.	A good argument based on a basic analysis of the evidence.	Argument is flawed with limited evidence of analysis / superficial analysis with significant inaccuracies.	Argument is poorly constructed, confused or illogical. Analysis is poor.
15 marks	13 - 15	10 - 12	7 - 9	4 - 6	0 - 3
Evaluation (V)	Comprehensively integrates comparative / alternative perspectives. Draws insightful, independent conclusions & confidently justifies own position.	Very good integration of comparative /alternative perspectives into the argument. Draws very good independent conclusions & clearly justifies own position.	Good integration of comparative / alternate viewpoints in to the argument. Draws independent conclusions & justifies own position	Limited comparative / alternative perspectives and viewpoints. Limited independent conclusions & justification of own position	No comparative perspectives or viewpoints. No independent conclusions or justification of own position
15 marks	13 - 15	10 - 12	7 - 9	4 - 6	0 - 3
Cohesion (C)	Organisation and management of views and opinions is excellent. Excellent focus and clarity throughout. Excellent construction.	Organisation and management of views and opinion is very good. Very good focus and clarity throughout. Very good construction.	Organisation and management of ideas is basic. Reasonable construction	Organisation and management of ideas is limited and confused Poor construction.	Essay lacks structure, organisation, coherence, focus, context and clarity.
20 marks	18 - 20	14 - 17	10 - 13	5 - 9	0 - 4

ESSAY GRADE BANDS

H1 90 - 100 Marks	H2 80 - 89 Marks	H3 70 - 79 Marks	H4 60 - 69 Marks	H5 50 - 59 Marks	H6 40 - 49 Marks	H7 30 - 39 Marks	H8 0 - 29 Marks
Response is coherent; well-structured and supported by relevant, accurate and varied evidence using comparative evidence. A thorough grasp of the requirements of the task is obvious as is understanding and independent thinking. Engagement with the topic is in-depth and judgements and conclusions offered are comprehensively justified. This answer exhibits detailed knowledge based on critical thinking, deep insight, sharp focus, accomplished argument and is supported by a range of evidence and sources.	Response focuses clearly and coherently on the question posed. Arguments are very well structured and unified supported by relevant, accurate and varied evidence. Points are very well organised and there is a very good coherent argument present using comparative viewpoints. There is very good critical engagement with the topic. Independent judgements and conclusions offered have very reasonable justification.	Response focuses clearly on the question set. The demands of the question are well understood. Points tend to be well supported by accurate and relevant evidence. Points are well organised and there is a coherent argument present. There is evidence of critical engagement with the topic and judgements and conclusions offered have reasonable justification.	Response shows a basic understanding of the question. Response reasonably addresses the question set. Knowledge of the issue is basic. Points made will be relevant and will be supported by some valid references and illustration. There may be a sense however, that some points are left to stand alone and are not fully integrated into a unified argument. There will be some judgements and independent conclusions offered with limited justification.	Response shows that the question is reasonably well understood. Knowledge of the issue is limited and answers make tentative points and use limited evidence that is valid and appropriate. Points made are limited and evidence is not developed into a forceful, unified argument. There is limited critical engagement with the topic resulting in answers which lack an integrated independent conclusion.	Response shows that the question is only partially understood. Response lacks clear focus and will tend to wander from the point or from point to point. Summary and repetition often take the place of discussion. Knowledge of the issue is very limited with very little evidence to support the points being made. There is very limited or no critical engagement with the topic. Judgements and conclusions offered are vague or personal with very limited justification. Re-reading may be necessary to discover meaning.	Response shows that the question has been partially understood and the response is poorly focused. A few valid points may be stated but not purposely linked to make an argument and there is no evidence to support any of the points made. There is no evidence of critical engagement with the topic. The candidate has not formed a judgement, drawn independent conclusions or offered justification for their own opinion or position.	Response shows that the question will be very poorly understood or completely misunderstood. A very poor answer which, at best, offers only fragmented pieces of information with little or no relevant points. No relevant arguments offered or evidence to support any claims made. Response is very poor and lacks focus and the reader is confused. Some points might be totally inaccurate or irrelevant to the question.

Note: Be careful not to penalise skilful brevity, nor to reward unwarranted length.

CITIZENSHIP PROJECT REPORT

Rationale and research

- Explain the rationale for the action you have chosen to carry out.
- Give a clear account of the aims of the citizenship project, the means chosen to achieve those aims and the action plan. In the case of a group project, identify both the group's aims for the project and the aims that you had as an individual in order to fulfil your role.
- Provide a summary of research undertaken including the key research findings (data) which informed the action. Comment on the sources of information used to inform the action such as web-based materials, literature, interviews, and other sources.
- Make sure you include full references in the *References and Bibliography* section at the end of the report.

Execution of citizenship project

- Provide a summary of the actions undertaken in carrying out the project. In the case of a group project, distinguish clearly between group actions and your individual actions by using "we" or "I" as appropriate.
- Critically analyse the various elements of the action plan, including as appropriate any challenges encountered and how these challenges were dealt with.
- Describe the outcomes of the project.

Reflections on knowledge gained and skills developed

- Critically reflect on the personal insights and knowledge you have gained about this issue since undertaking the project.
- Identify and describe the skills you developed through your work on this project with particular reference to working with others and being personally effective.
- Briefly explain the role that reflection, feedback from others, and learning from the course played in helping you to carry out the project.

CITIZENSHIP PROJECT – SECTION A

Rationale and Research

35 marks

Explanation for the rationale

Excellent	6 - 7M	
Very Good	4 - 5M	(7 marks)
Good	2 - 3M	
Fair	0 - 1M	

Aims of the project with an action plan setting out the means chosen to achieve those aims

Excellent	10 - 12M	
Very Good	7 - 9M	(12 marks)
Good	4 - 6M	
Fair	0 - 3M	

Summary of the findings and sources

Excellent	10 - 12M	
Very Good	7 - 9M	(12 marks)
Good	4 - 6M	
Fair	0 - 3M	

References and Bibliography - Check p.10

(4 marks)

CITIZENSHIP PROJECT - SECTION B

Execution of citizenship project

45 marks

Summary of the actions undertaken (We / I)

Excellent	12 - 15M	
Very Good	8 - 11M	(15 marks)
Good	4 - 7M	
Fair	0 - 3M	

Critical analysis of the action plan

Excellent	12 - 15M	
Very Good	8 - 11M	(15 marks)
Good	4 - 7M	
Fair	0 - 3M	

Outcomes

Excellent	12 - 15M	
Very Good	8 - 11M	(15 marks)
Good	4 - 7M	
Fair	0 - 3M	

CITIZENSHIP PROJECT - SECTION C

Reflections on knowledge gained and skills developed

20 marks

Knowledge and insights about the issue

Very Good	5 - 6M	(6 marks)
Good	3 - 4M	
Fair	0 - 2M	

Skills

Very Good	5 - 6M	(6 marks)
Good	3 - 4M	
Fair	0 - 2M	

Reflection

Very Good	4M	(4 marks)
Good	3M	
Fair	0 - 2M	

Feedback and learning

Very Good	4M	(4 marks)
Good	3M	
Fair	0 - 2M	

