



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2021

Marking Scheme

Politics and Society

Ordinary 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.

In considering this marking scheme, the following should be noted:

- 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 – 100 Marks

Question 1

There are 20 questions of which candidates must answer 10

10 x 10 marks

(a) Two government departments

3 marks + 3 marks

Taoiseach: **Micheál Martin**

Tánaiste and Department of Enterprise, Trade and Employment: **Leo Varadkar**

Department of the Environment, Climate and Communications; and Transport: **Eamon Ryan**

Department of Finance: **Paschal Donohoe**

Department of Public Expenditure and Reform: **Michael McGrath**

Department of Tourism, Culture, Arts, Gaeltacht, Sport and Media: **Catherine Martin**

Department of Housing, Local Government and Heritage: **Darragh O'Brien**

Department of Foreign Affairs; and Defence: **Simon Coveney**

Department of Education: **Norma Foley**

Department of Justice; & Social Protection; and Rural & Community Development: **Heather Humphreys**

Department of Children, Equality, Disability, Integration and Youth: **Roderic O'Gorman**

Department of Further and Higher Education, Research, Innovation and Science: **Simon Harris**

Minister without portfolio: **Helen McEntee**

Department of Health: **Stephen Donnelly**

Department of Agriculture, Food and the Marine: **Charlie McConalogue**

Name of Minister of one of these departments

4 marks

(b) Two strategies to increase the participation of women in political life.

5 marks + 5 marks

Very good description 4 - 5M

Good description 2 - 3M

Fair description 0 - 1M

(c) Valid explanation of one term.

10 marks

Very good description	9 - 10M
Good description	7 - 8M
Fair description	4 - 6M
Weak description	0 - 3M

(d) The theory of government in the image.

8 marks

Very good explanation	7 - 8M
Good explanation	4 - 6M
Fair explanation	0 - 3M

Name of thinker

2 marks

(e) The difference between an opinion and a fact.

10 marks

Very good explanation	9 - 10M
Good explanation	7 - 8M
Fair explanation	4 - 6M
Weak explanation	0 - 3M

(f) Explanation of the role and function: the Civil Service or Non-Governmental Organisations or Statutory Bodies

5 + 5 marks

Role

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

Function

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

(g) Explanation of the purpose of a Programme for Government

10 marks

Very good explanation	9 - 10M
Good explanation	7 - 8M
Fair explanation	4 - 6M
Weak explanation	0 - 3M

(h) Valid conclusions. 5 marks

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

Reason for the answer. 5 marks

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

(i) Two human rights treaties or conventions. 5 marks + 5 marks

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

(j) Two ways that young people can check if a source of information is valid. 5 marks + 5 marks

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

(k) Example of a strategy that could be used when dealing with conflict in small groups. 10 marks

Very good explanation	9 - 10M
Good explanation	7 - 8M
Fair explanation	4 - 6M
Weak explanation	0 - 3M

(l) Five acronyms written accurately.

5 x 2 marks

UNCRC: United Nations Convention on the Rights of the Child

EU: European Union

IHREC: Irish Human Rights and Equality Commission

IMF: International Monetary Fund

UN: United Nations

UDHR: Universal Declaration of Human Rights

WHO: World Health Organisation

ECHR: European Convention on Human Rights

WTO: World Trade Organisation

(m) Description of what the statistic says about the status of women in Africa.

10 marks

Very good description	9 - 10M
Good description	7 - 8M
Fair description	4 - 6M
Weak description	0 - 3M

(n) Description of the role of an EU Commissioner.

10 marks

Very good description	9 - 10M
Good description	7 - 8M
Fair description	4 - 6M
Weak description	0 - 3M

(o) Two political opinions associated with a right wing perspective.

5 marks + 5 marks

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

(p) The difference between direct and indirect discrimination. 10 marks

Very good description	9 - 10M
Good description	7 - 8M
Fair description	4 - 6M
Weak description	0 - 3M

(q) (i) Answer: 71.5% think Level 5 restrictions are appropriate. 2 marks

(ii) One advantage and one disadvantage of surveying people's opinions. 2 marks + 2 marks

(iii) Two observations about the presentation of data in the graphic. 2 marks + 2 marks

(r) Meaningful consultation. 10 marks

Very good explanation	9 - 10M
Good explanation	7 - 8M
Fair explanation	4 - 6M
Weak explanation	0 - 3M

(s) Two reasons why it is important for children's voices to be heard. 5 marks + 5 marks

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

(t) Two actions contributing to sustainable development that can be taken by schools. 5 marks + 5 marks

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

SECTION B – 150 marks

Question 2

40 marks

(a) How did Senator Flynn make history

5 marks

She became the first Traveller to take up a seat in the Seanad.

(b) What percentage of the population of Ireland are members of the Travelling community?

5 marks

Travellers make up just over 0.7% of the general population.

(c) Why was it difficult for Senator Eileen Flynn to reach her dreams? (Document A)

3 x 5 marks

Born and reared in a halting site.

Faced with discrimination as a Traveller

She was living on the margins of society.

She was a troubled person in school.

Challenge of being a Traveller woman.

Lack of employment for Travellers

Lack of opportunities for Travellers

(d) Outcome of the Traveller Culture and History in Education bill being passed.

5 marks

Would introduce Traveller Culture and history to the school curriculum.

(e) Travellers are over 50 times more like to leave school without a Leaving Certificate.

Two reasons for this.

10 marks + 10 marks

Very good explanation 9 - 10M

Good explanation 7 - 8M

Fair explanation 4 - 6M

Weak explanation 0 - 3M

Question 3

50 marks

- (a) Two reasons why personal storytelling is a valid form of research. 5 marks + 5 marks

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

- (b) One limitation of interviews as a research method. 10 marks

Very good explanation 9 - 10M
Good explanation 7 - 8M
Fair explanation 4 - 6M
Weak explanation 0 - 3M

- (c) Two reasons relating to the reliability of Document B. 5 marks + 5 marks

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

- (d) Description of how two key pieces of information from Document A link to the data in Document B. 5 marks + 5 marks

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

- (e) One advantage and one disadvantage of using extracts from larger documents. 5 marks + 5 marks

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

Question 4

60 marks

- (a) **Description of a citizenship project based on organising an event to promote Traveller culture and history.** 10 marks

Very good description	9 - 10M
Good description	7 - 8M
Fair description	4 - 6M
Weak description	0 - 3M

- (b) **Why does the author use the term “white Irish”.** 10 marks

Very good explanation	9 - 10M
Good explanation	7 - 8M
Fair explanation	4 - 6M
Weak explanation	0 - 3M

- (c) **Explanation of what Senator Flynn means when she says ‘when you’re a woman there’s an extra layer of oppression from society.** 20 marks

Very good answer	16 - 20M
Good answer	11 - 15M
Fair answer	6 - 10M
Weak answer	0 - 5M

- (d) **Inequality in Irish society today** 20 marks

Very good answer	16 - 20M
Good answer	11 - 15M
Fair answer	6 - 10M
Weak answer	0 - 5M

Section C – 150 marks

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.

DISCURSIVE ESSAY

	Very good	Good	Fair	Weak
Introduction (I)	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	4 - 6	0 - 3
Knowledge (K)	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.
10 marks	9 - 10	7 - 8	4 - 6	0 - 3
Evidence (E)	Identifies and interrogates a broad range of relevant, authoritative and credible evidence.	Identifies and interrogates a good range of evidence with an over reliance on unsubstantiated data.	Evidence presented is limited, simplistic or confused, only vaguely relevant to the topic.	Little or no evidence presented, evidence is not relevant to the issue.
10 marks	9 - 10	7 - 8	4 - 6	0 - 3
Analysis & Synthesis (A)	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 and evaluation. Superficial analysis with significant inaccuracies.	Argument is poorly constructed confused or illogical. Analysis is poor.
5 marks	5	4	3	0 - 2
Evaluation (V)	Very good integration of comparative / alternative perspectives and viewpoints. Draws very good independent conclusions & clearly justifies own position.	Good integration of comparative / alternative viewpoints in to the argument. Draws independent conclusions & clearly justifies own position.	Limited comparative / alternative perspectives and viewpoints. Limited independent conclusions & justification of own position.	No comparative perspectives and viewpoints. No independent conclusions or justification of own position.
5 marks	5	4	3	0 - 2
Cohesion (C)	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.
10 marks	9 - 10	7 - 8	4 - 6	0 - 3

ESSAY GRADE BANDS

O1 45 - 50 Marks	O2 44 - 40 Marks	O3 35 - 39 Marks	O4 30 - 34 Marks	O5 25 - 29 Marks	O6 20 - 24 Marks	O7 15 - 19 Marks	O8 0 - 14 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. Judgements and conclusions offered are comprehensively justified. This answer exhibits detailed knowledge, evidence of critical engagement, deep insight, sharp focus, accomplished argument and is supported by a range of evidence and sources.	Response focuses clearly 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 coherent argument present using comparative viewpoints. There is very good engagement with the topic. Independent judgements and conclusions offered have very reasonable justification.	Response focuses clearly on the question posed. 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 engagement with the topic and judgements and conclusions offered have reasonable justification.	Response shows some understanding of the demands of the question. Points made are relevant and are 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 are some judgements and independent conclusions offered with limited justification.	Response shows that the question has been understood. Knowledge of the issue is limited and answers make tentative points and use limited evidence that is valid and appropriate. However, these points are limited and evidence is not developed into a forceful, unified argument. There is limited engagement with the topic resulting in answers which lack an integrated independent conclusion.	Response shows that the question is understood – at least partially. Response lacks clear focus and tends to wander from the point or from point to point. Summary and repetition often takes 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 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 questions will have been partially understood and the response is poorly focused. Response shows 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 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.

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

Very Good	6 - 7M	7 marks
Good	3 - 5M	
Fair	0 - 2M	

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

Very Good	9 - 12M	12 marks
Good	5 - 8M	
Fair	0 - 4M	

Summary of the findings and sources

Very Good	9 - 12M	12 marks
Good	5 - 8M	
Fair	0 - 4M	

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)

Very Good	11 - 15M	15 marks
Good	6 - 10M	
Fair	0 - 5M	

Critical analysis of the action plan

Very Good	11 - 15M	15 marks
Good	6 - 10M	
Fair	0 - 5M	

Outcomes

Very Good	11 - 15M	15 marks
Good	6 - 10M	
Fair	0 - 5M	

CITIZENSHIP PROJECT - SECTION C

Knowledge and insights of 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	

