Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2021

Politics and Society - Higher Level

Tuesday 29 June - Morning 9:30–12:00

300 marks

Examination Number					

Centre Stamp

	Question	Mark	
		Examiner	Adv. Ex.
Section 1	**Q. 1**		
Section 2	**Q. 2(a)**		
	Q. 2(b)		
	Q. 2(c)		
	Q. 2(d)		
	Q. 2(e)		
	Q. 2(f)		
	Q. 2(g)		
Section 3	**Q. 3**		
	Q. 4(a)		
	Q. 4(b)		
	Q. 5		
	Q. 6		
	Q. 7		
Total (Paper)			

	Mark	
	Examiner	Adv. Ex.
1. Total of end of page totals		
2. Aggregate total of all disallowed questions		
Mark awarded (1 minus 2)		

	Mark	
	Examiner	Adv. Ex.
Examination Paper		
Bonus for Irish		
Grand Total (Paper)		
Citizenship Project Report		
Final mark awarded		

The 2021 examination papers were adjusted to compensate for disruptions to learning due to COVID-19. This examination paper does not necessarily reflect the same structure and format as the examination papers of past or subsequent years.

Instructions

There are three sections in this examination paper.

Section A	Short Answer Questions Answer **ten** out of 15 questions	50 marks
Section B	Data-based Questions Answer **all** questions	150 marks
Section C	Discursive Essays Answer **one** question	100 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.

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

Section A						
Question 1		**Examiner**	**Adv. Ex.**		**Examiner**	**Adv. Ex.**
	(a)			**(i)**		
	(b)			**(j)**		
	(c)			**(k)**		
	(d)			**(l)**		
	(e)			**(m)**		
	(f)			**(n)**		
	(g)			**(o)**		
	(h)					

	Examiner	**Adv. Examiner**
Total of all questions answered		
Less disallowed marks		
Total		

Section A	Short Answer Questions	50 marks

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

Question 1

(a) Give **one** advantage and **one** disadvantage of a coalition government.

(b)

Explain the view of capitalism portrayed in this image.

(c) Briefly describe a model of participation for young people's involvement in decision-making processes.

(d) Describe **two** criticisms of democratic governments.

(e) Evaluate the statement: 'Statistics don't lie, but liars use statistics.'

(f) What is meant by the term 'localisation'?

(g) Describe **one** advantage and **one** challenge of living in a globalised world.

(h) Give **two** reasons why developing countries should be given development aid and/or debt relief in order to develop sustainably.

(i) What does this image tell us about equality of opportunity in education?

https://www.pinterest.ie/pin/776941373207647213/?d=t&mt=login

(j) Explain the purpose of a programme for government.

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

(l) Present **two** arguments on the issue of whether the right to housing should be enshrined in the Irish Constitution.

(m) Critically evaluate this image in the context of individuals taking actions that address sustainable development.

https://twitter.com/alex_verbeek/status/1096712688082796544

(n) Voter suppression is a strategy which discourages or prevents specific groups of people from voting. Give **two** points about how voter suppression might influence the outcome of an election.

(o)

In September 2020, The European Union Agency for Fundamental Rights published the findings of a survey of Roma and Travellers in Europe entitled *Roma and Travellers in Six Countries.* Ireland was one of the six countries included.

Almost every second respondent (44%) experienced at least one form of hate-motivated harassment because of being Roma or Traveller in the 12 months before the survey.

Give **two** reasons why racial discrimination such as this is an issue for society as a whole.

Section B	Data-based Questions	150 marks

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

Document A: Reuters Institute Digital News Report 2020.

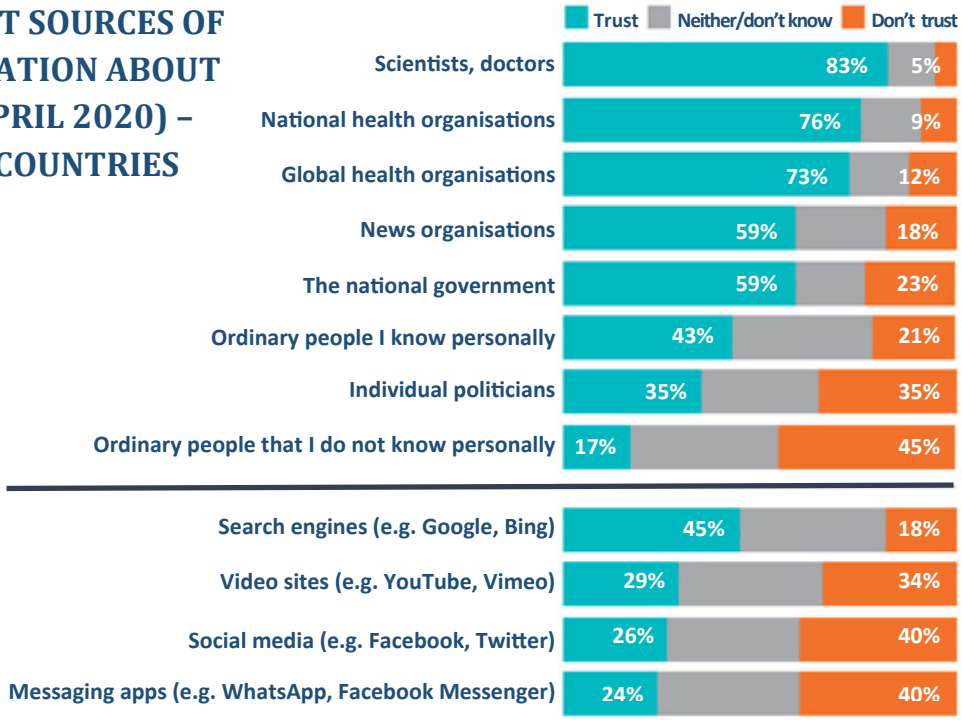
Much of the data in this annual publication was collected before the coronavirus hit many of the countries featured in the survey. However, Reuters repeated key parts of the survey in six countries (UK, USA, Germany, Spain, South Korea, and Argentina) in early April 2020. These responses show increased consumption of traditional sources of news, especially television, but also some online news sources.

YouGov (commissioned by Reuters Institute for the Study of Journalism) conducted an online survey using something called Active Sampling to understand the impact of the novel coronavirus on the use of media in six countries. Sample sizes were approximately 2,000 in the UK and Germany, and 1,000 elsewhere. Samples in each country were assembled using nationally representative quotas for age, gender, region, and education. Anyone who said that they had not consumed any news in the past month, were filtered out in order to ensure that irrelevant responses didn't adversely affect data quality. This category averaged around 3%.

YouGov conducts its public opinion surveys online using Active Sampling and over the last fifteen years, have carefully recruited a panel of over one million British adults and over 6 million people worldwide to take part in their surveys. These panels are large enough to enable YouGov to select nationally representative samples that reflect the actual breakdown of the population on the key demographics. With Active Sampling only the relevant sample selected has access to the questionnaire via their username and password, and respondents can only ever answer each survey once.

Q. How trustworthy would you say news and information about corona virus COVID-19 from the following is?

TRUST IN DIFFERENT SOURCES OF NEWS AND INFORMATION ABOUT CORONAVIRUS (APRIL 2020) – AVERAGE OF SIX COUNTRIES



Document B: ***Journalism, press freedom and COVID-19*** **- Issue brief in the UNESCO series: World Trends in Freedom of Expression and Media Development,** published for World Press Freedom Day, 2020 by UNESCO.

As the novel coronavirus has reached nearly every country on earth, there has also been mass circulation of falsehoods that have spread as fast as the virus itself. Recognising the danger, United Nations Secretary-General António Guterres has warned that "our enemy is also the growing surge of misinformation". The World Health Organization has described the "second disease" accompanying the COVID-19 pandemic, as an "infodemic", which is "an over-abundance of information – some accurate and some not – that makes it hard for people to find trustworthy sources and reliable guidance when they need it".

Falsehoods in circulation can be categorised as both disinformation (produced and shared with malicious motivation), and misinformation, when these lies are spread without bad intentions. But in the context of COVID-19, the effects of both can be equally deadly. Statistics to track trends on the scope and spread of the disinfodemic are scarce. However, some figures point to a massive scale.

- Based on an analysis of 112 million public social media posts, in 64 languages, related to the COVID-19 pandemic, researchers at the Bruno Kessler Foundation found 40% of posts came from unreliable sources.
- Roughly 1/3 of social media users have reported seeing false or misleading information about the coronavirus, says a study by the Reuters Institute carried out in six countries. Research by Pew suggests that people who receive their news primarily through social media are more likely to be exposed to false content.
- In March 2020, about 40 million problematic posts related to COVID-19 on Facebook were identified (and had warnings placed next to them), according to the company. The company confirmed that hundreds of thousands of pieces of misinformation about the virus that could lead to "imminent physical harm," were also removed.
- Approximately 19 million out of nearly 50 million (38%) tweets related to COVID-19 analysed using artificial intelligence by Blackbird.AI, were deemed to be "manipulated content".
- Newsguard identified 191 websites in Europe and North America that have published false information about the virus.
- The CoronaVirusFacts Alliance has discovered, and disproved, more than 3,500 false or misleading pieces of information, in more than 70 countries and in more than 40 languages.

Graphics which were part of UNESCO'S campaign materials for World Press Freedom Day 2020

Graphic 1

Graphic 2

Graphic 3

Graphic 4

Data-based Questions **(150 marks)**

(a) Critique the methodology used in Document A.

(b) Comment on the authorship of Document B.

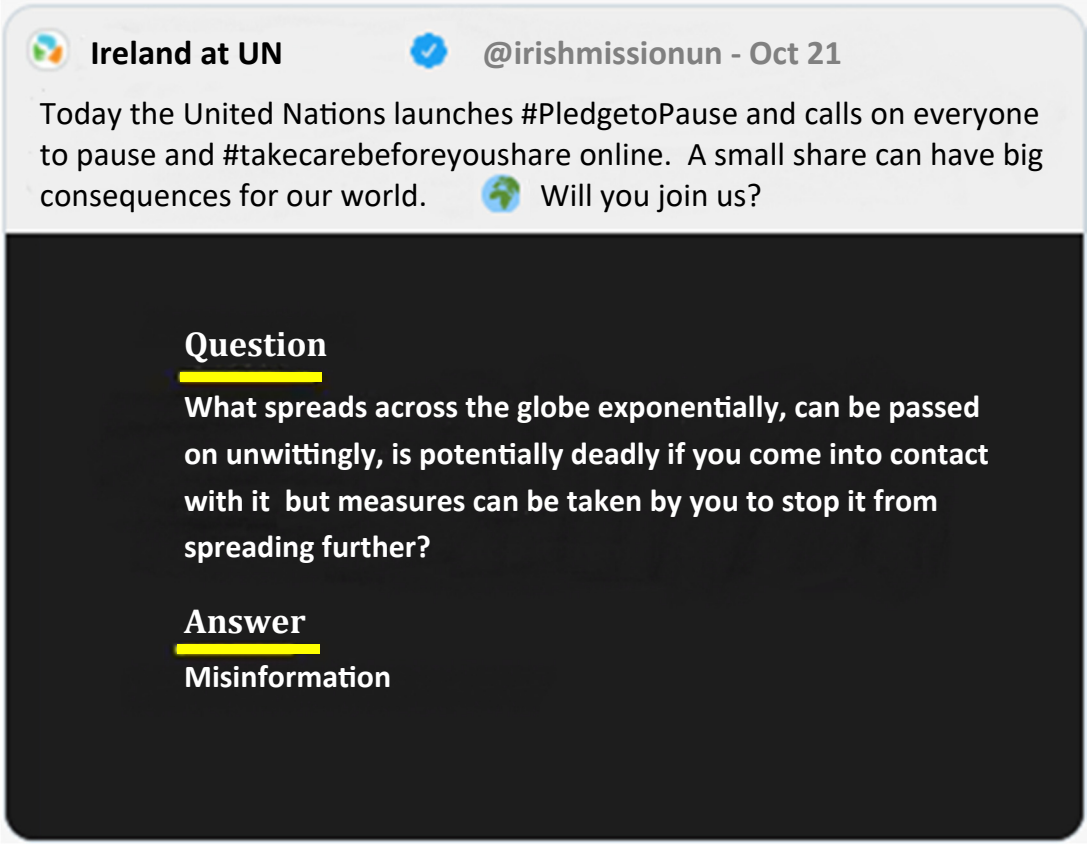
(c) Critique the use of multiple sources for statistics as used in Document B.

(d) Drawing on both documents, what would you conclude about the impact of disinformation about COVID-19 through social media?

(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?

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

(g) Drawing on both documents, evaluate the necessity for a campaign such as this about misinformation.



Optional space to help you prepare your answer

Section C	Discursive Essays	100 marks

Answer one question from 3, 4, 5, 6 and 7.

Question 3 **(100 marks)**

'This crisis shows we need a social contract to protect all our people.'
Headline in the Irish Independent [29 March 2020]

https://www.ft.com/content/9df529e8-0e9d-42ec-930c-d22cbc5a7964

Do you believe there is a need to re-draft the social contract in Ireland, in the context of a post-pandemic society?

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

Question 4(a) **(100 marks)**

www.imf.org/external/pubs/ft/fandd/2019/12/pdf/inequality-and-climate-change-walsh.pdf

Evaluate the statement from the Climate Finance Shadow Report 2020 published by Oxfam, which states that:

'Climate change could undo decades of progress in development and dramatically increase global inequalities.'

[Your answer should include contemporary examples and evidence 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 **and/or** refer to two or more relevant international agreements/organisations (e.g. United Nations Sustainable Development Goals, Paris Climate Agreement 2016, the World Bank, etc.]

or

Question 4(b) **(100 marks)**

'It is not just COVID that's killing people, it is under-privilege; it's lack of access, it's years living with health conditions that haven't been properly managed because of the colour of your skin or your ethnicity or your social group.'
Dr Mike Ryan, Executive Director, WHO Health Emergency Programme, 2020.
www.irishexaminer.com/news/arid-40046429.html

Evaluate Dr Ryan's statement in relation to the threat to life posed by global inequalities and discrimination in societies around the world.

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

Question 5 **(100 marks)**

"Difference is of the essence of humanity. Difference is an accident of birth and it should therefore never be the source of hatred or conflict. The answer to difference is to respect it. Therein lies a most fundamental principle of peace – respect for diversity."

www.nobelprize.org/prizes/peace

Quote from: John Hume (1937-2020), Nobel Peace Prize winner and Northern Ireland politician.

Compare the view of John Hume on diversity with Kwame Anthony Appiah's theory of cosmopolitanism.

Question 6 **(100 marks)**

During the COVID-19 pandemic, as governments have scrambled to protect their populations, many human rights and civil liberties taken for granted have been restricted or taken away.

Discuss the challenge for governments of maintaining the balance between the rights of the individual and the rights of the majority in a democratic country.

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

Question 7 **(100 marks)**

equal·payday

https://www.equalpayday.be/europa/

In the European Union, women are paid 14.1% less per hour than men on average. This equals almost two months of salary in a year.

This is why the European Commission marks 10 November as a symbolic day to raise awareness about the fact that female workers in Europe still earn on average less than their male colleagues.

Discuss whether the gender pay gap is a complex issue, which goes far beyond the issue of equal pay for equal work.

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

Section C – Answer to Question ___

Optional space to help you prepare your answer.

Answer

Section C – Answer to Question ___

Optional space to help you prepare your answer.

Answer

Optional additional page.

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

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Politics and Society

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