



Coimisiún na Scrúduithe Stáit State Examinations Commission

Leaving Certificate 2021

Politics and Society – Ordinary Level

Tuesday 29 June - Morning 9:30–12:00

350 marks

Exam Number					

Centre Stamp

	Question	Mark	
		Examiner	Adv. Ex.
Section 1	Q. 1		
Section 2	Q. 2		
	Q. 3		
	Q. 4		
Section 3	Q. 5		
	Q. 6		
	Q. 7		
	Q. 8		
	Q. 9		
	Q. 10		
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		
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. Answer **all** sections.

Section A	Short Answer Questions Answer ten out of 20 questions	100 marks
Section B	Data-based Questions Answer all questions	150 marks
Section C	Discursive Essays Answer two questions	100 marks

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.

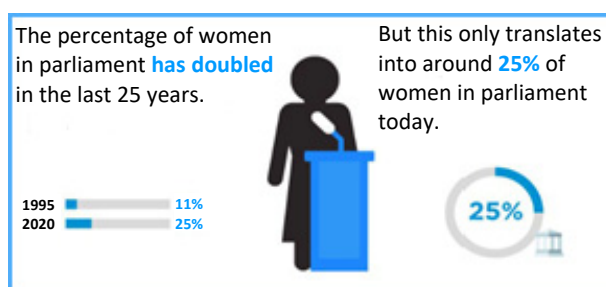
Section A						
Question 1		Examiner	Adv. Ex.		Examiner	Adv. Ex.
	(a)			(k)		
	(b)			(l)		
	(c)			(m)		
	(d)			(n)		
	(e)			(o)		
	(f)			(p)		
	(g)			(q)		
	(h)			(r)		
	(i)			(s)		
	(j)			(t)		
		Examiner		Adv. Examiner		
Total of all questions answered						
Less disallowed marks						
Total						

Section A**Short Answer Questions****100 marks**

Answer **ten** of the following items: **(a), (b), (c)**... Answer in the spaces provided.

- (a)** Name **two** government departments in the Irish Government. Name the Minister who heads up one of these government departments.

- (b)** Describe **two** strategies to increase the participation of women in political life.



https://twitter.com/UN_Women/status/

- (c)** Explain **one** of the following three terms:

* Capitalism

* Social class

* Patriarchy

(d) Explain the theory of government in this image. Name the thinker associated with this theory.



<https://twitter.com/aeonmag/status/1042624530424971266/photo/1>

(e) Explain the difference between an 'opinion' and a 'fact'.

(f) Explain the role and function of **one** of the following:

- Civil service
- Non-governmental organisations
- Statutory bodies

(g) Explain the purpose of a Programme for Government.

- (h) Looking at the data from the Growing up in Ireland survey what would you conclude about confidence in politicians by young people aged 17-18 years? Give a reason for your answer.



"I have a great deal or quite a lot of confidence in ..."

- ... the Gardaí - 74%
- ... the education system - 68%
- ... the healthcare system - 66%
- ... the social welfare system - 53%
- ... 'the Church' - 29%
- ... politicians - 13%

www.growingup.ie/pubs/main-infographic-summary-lives-of-17-18-year-olds.pdf

- (i) Describe **two** different human rights treaties or conventions.

- (j) Explain **two** ways that young people can check if a source of information is valid.

- (k) Give **one** example of a strategy that could be used when dealing with conflict in small groups.

(l) Write out in full **five** of the following acronyms:

- UNCRC
- EU
- IHREC
- IMF
- UN
- UDHR
- WHO
- ECHR
- WTO

1
2
3
4
5

(m) Describe what this statistic tells us about the status of women in Africa.

The combined wealth of the world's 22 richest men is more than the wealth of all the women in Africa. 	

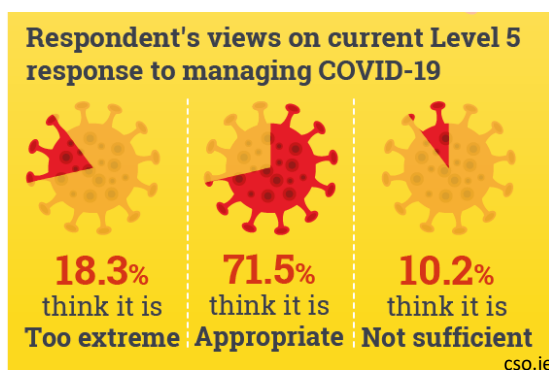
<https://oxfamlibrary.openrepository.com/bitstream/handle/10546/620928/bp-time-to-care-inequality-200120-en.pdf>

(n) Describe the role of a European Union (EU) Commissioner.

(o) Name **two** political opinions associated with a right wing perspective.

- (p) Explain the difference between direct and indirect discrimination.

- (q) Examine the data below from the Central Statistics Office on the views of people living in Ireland about the Level 5 restrictions for managing COVID 19 and answer the following questions:



- (i) What do the majority of people who replied to this survey think about Level 5 restrictions?

--

- (ii) Give **one** advantage and **one** disadvantage of surveying people's opinions.

- (iii) Make **two** observations about the presentation of data in this graphic.

- (r) Models of participation for young people involved in decision-making processes make reference to meaningful consultation. What is your understanding of meaningful consultation?

(s)



<https://twitter.com/UNICEF>

Give **two** reasons why it is important for children's voices to be heard.

- (t) Describe **two** actions contributing to sustainable development that can be taken by schools.

DOCUMENT A: Extract from: Interview with Eileen Flynn, Traveller Rights Activist / First Traveller elected to the Seanad, 14 July 2020.



Eileen Flynn made history when she became the first Traveller to take up a seat in the Seanad in June 2020. It took her a long time to get to where she wanted to be.

She said “I was born and reared in a halting site. I lived in Labre Park [Ballyfermot, Dublin] and for me as a Traveller person, I’ve always been faced with obstacles in the form of discrimination aimed at the Traveller community.



www.bbc.com/news/world-europe-53212504

When you are a person living on the margin of society, it’s very difficult to reach your dreams. I was that troubled young person in school. I was suspended eight times, but something changed for me when I was 16 or 17 - I wanted an education. I went back to school and completed the Leaving Certificate Applied and then did an Access course in Trinity College. After that, I went to Ballyfermot College for two years and absolutely loved it. I did a course in pre-nursing and caring for people with special needs. Then I took a year out because my father was dying, but I went back when I was twenty-five as a mature student to Maynooth University where I got a BA degree in Community and Youth Studies, which I’m very proud of.

When you’re a member of the Traveller community, that’s one thing, but when you’re a woman there’s an extra layer of oppression from society that comes with that. Over twenty years ago, I remember being a child in a shop and just wondering why were people staring at me or my mam? Why were they looking at us differently?

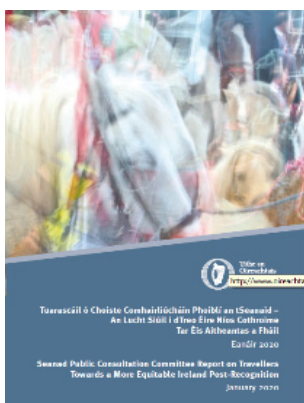
In Ireland, I believe we need Hate Crime Legislation that works. I’m going into my third week in my role as Senator and I’m already looking into it. I believe we need different voices around. It’s not going to be about one community of people, but many communities. We want equality for Traveller people, for the LGBTQI+ people, for Trans people... It’s about listening, and after you listen, you can then take action.

I’d love to see the Traveller Culture and History in Education Bill passed that Collette Kelleher has already started; this would introduce Traveller culture and history to the school curriculum. I’d love to do some work around Traveller accommodation as well.

For me, I was the young person who came from Labre Park and the young Traveller woman that even some members of my family never thought would be anything because of the lack of employment and opportunities for travellers. Bernadette Devlin used to say, “We’re born in an unjust world, but we’re not meant to grow up in it.” So, I hope that when my child is a young girl, she won’t have to grow up in the world that I did.”

Source: www.herstory.ie/modern/2020/7/20/eileen-flynn?s=09 (Adapted)

Document B: Seanad Public Consultation Committee - *Report on Travellers, Towards a More Equitable Ireland Post-Recognition*, January 2020. (Extract)



The 1st of March 2017, was a historic day for Irish society and for the Irish Traveller community. It marked the State's formal recognition of the ethnicity of Irish Travellers, beginning a new era of understanding between the Traveller community and the wider Irish society.

The key statistics below were cited in the submissions and presentations to the Seanad Public Consultation Committee whose role was to explore proposals to support Travellers' full equality and make recommendations on the way forward.

Percentage Population

Travellers make up just over 0.7% of the general population which is just less than half the capacity of Croke Park on All Ireland final day.

Employment

- 80.2% of Travellers are unemployed.
- Travellers are 19 times more likely to be non-employed compared to the general population.
- Only 1 in 10 non-Travellers said they would employ a Traveller.
- Travellers are 10 times more likely to experience discrimination when looking for work than non-Travellers.

Racism and Discrimination

- Travellers are over 22 times more likely to report discrimination in private services than white Irish.
- 56% of Travellers surveyed reported experiencing discrimination in getting accommodation.
- 18.2% of people surveyed would deny Irish citizenship to Travellers.

Education

- 57% of Traveller boys had only primary-level education compared to 13% of the rest of the population.
- 13% of Traveller females were educated to upper secondary or above compared with 69.1% of the general population.
- One-quarter of working age Travellers have no formal education.
- 55% of Travellers overall had left school by the age of 15.
- Travellers are over 50 times more likely to leave school without the Leaving Certificate.
- Less than 1% of Travellers are in third level education. 167 Travellers hold a third level qualification.

Accommodation and Homelessness

- 12% of Travellers live in a caravan or mobile home.
- 20% of Travellers own their own home compared to 67.6% of the general population.
- 25% of homeless children living in emergency accommodation outside of Dublin are Travellers.
- 13% of adults living in emergency accommodation outside of Dublin are Travellers.
- Only 24% of Travellers have internet access compared to 82% of the general population.

Source: https://data.oireachtas.ie/ie/oireachtas/committee/dail/32/seanad_public_consultation_committee/reports/2020/2020-01-23_report-on-travellers-towards-a-more-equitable-ireland-post-recognition_en.pdf (Adapted)

Question 2

- (a) According to Document A, how did Senator Eileen Flynn make history?

- (b) According to Document B, what percentage of the population of Ireland are members of the Travelling community?

--

- (c) According to Document A, why was it difficult for Senator Eileen Flynn to reach her dreams?

- (d) According to Document A, what would be the outcome of the Traveller Culture and History in Education Bill being passed?

- (e) According to Document B, Travellers are over 50 times more likely to leave school without a Leaving Certificate. Give **two** reasons why you think this might be the case.

Question 3

- (a) Give **two** reasons why personal storytelling such as the interview with Senator Eileen Flynn in Document A is a valid form of research.

- (b) Describe **one** limitation of interviews as a research method.

- (c) Is Document B a reliable source of data? Give **two** reasons for your answer.

- (d) Choose **two** key pieces of information from Document A and describe how they link to the data presented in Document B.

- (e) Both Documents A and B are extracts from larger documents. Name **one** advantage and **one** disadvantage of using extracts like these.

Question 4

- (a) Describe a citizenship project you could undertake, based on organising an event to promote Traveller culture and history.

- (b) Document B uses the term “white Irish” in a statistic relating to racism and discrimination. Why does the author use this term?

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

- (d) Using the information in both documents what conclusion can you draw about inequality in Irish society today?

Answer any **two** from questions 5, 6, 7, 8, 9 and 10. Answer in the spaces provided.

Question 5

50 marks

Discuss the power/responsibility of those who work in the media.

You may use the following phrases in your essay:

- Making or reporting the news;
- Different platforms (traditional, new and social media);
- Getting people to act in ways they would not otherwise act; being able to shape ideas;
- Fake news/bias/opinion;
- Disinformation/misinformation;
- News corporations; control; ownership;
- Key thinker e.g. Noam Chomsky.



<https://timesofmalta.com/articles/view/why-worry-about-the-media>

Question 6

50 marks

Identify and explain an example of racial discrimination. Describe a specific action that young people could undertake in order to address this issue.

You may draw on the following words in your essay.



<https://wordart.com/create>

Question 7

50 marks



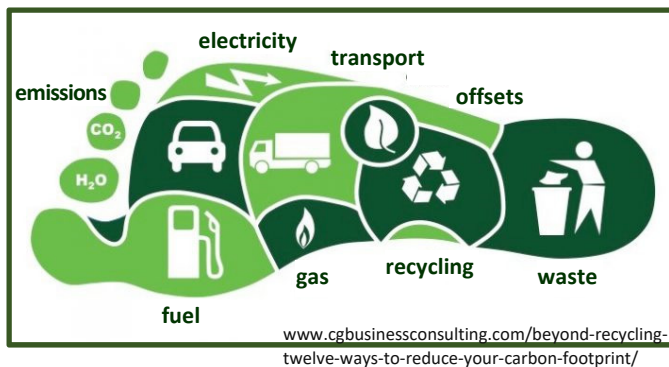
www.creativereview.co.uk/cop26-identity/

Pollution and greenhouse gas levels have fallen across the world due to the halt of economic activity as a result of the global pandemic.

What strategies can be used to ensure the world does not return to previous levels?

In your answer you may focus on **one or more** of the following: individuals; communities; industries; governments.

You may be able to draw on the images below in your essay.



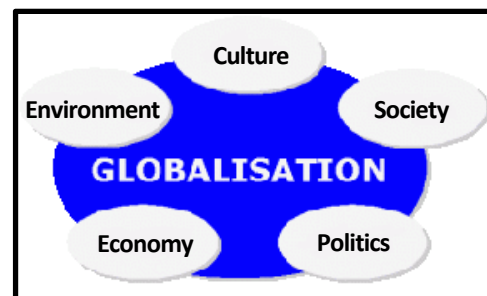
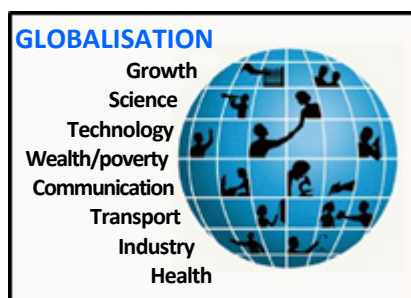
Question 8

50 marks

Has globalisation made the world a better place?

You may be able to draw on the images below in your essay.

You may refer to a key thinker to support your answer.



www.aa.com.tr/en/analysis/opinion-globalization-at-a-crossroads-with-covid-19
<https://quizlet.com/gb/214249328/edexcel-as-geography-globalisation-and-regeneration-notes-flash-cards>
www.keatingeconomics.com/is-globalisation-what-its-cracked-up-to-be

Question 9

50 marks

Discuss the strengths and weaknesses of a coalition government.
You may use the following words in your essay.

- Minority government
- Shared mandate
- Representation
- Alliances
- Compromise/making decisions
- Power sharing
- Opposition
- Leadership
- Gender

Question 10

50 marks

A child or young person's circumstances, such as their **wealth, gender, ethnicity** and **where they live**, play an important role in shaping their opportunities for education and life.

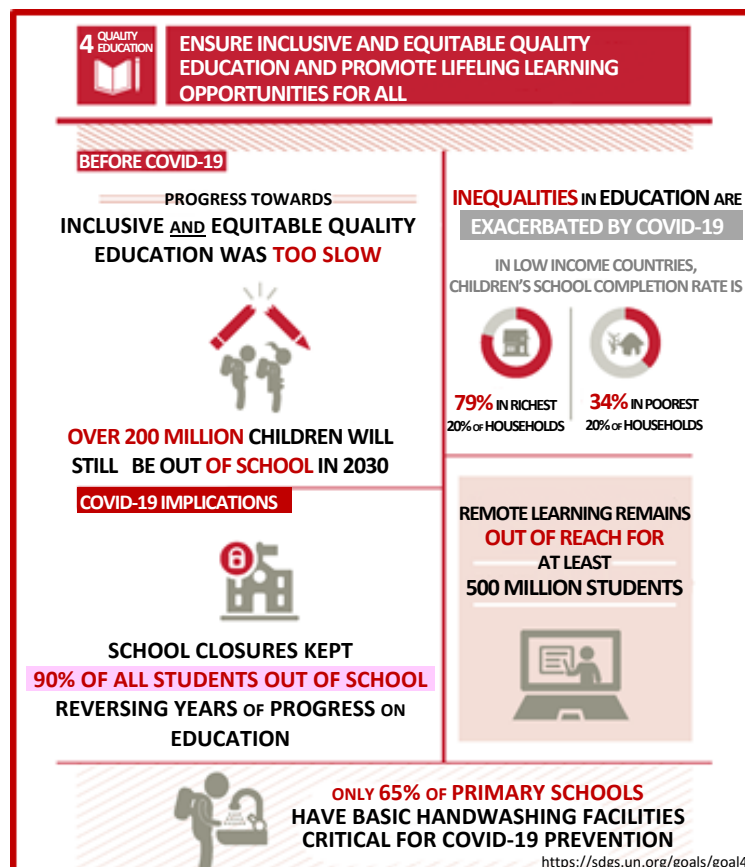
Do you agree or disagree with this statement. Explain your answer.

You may also use the following phrases and images in your essay.

- Technology in education
- Poverty
- Government policy
- Developing/developed countries
- Key thinker e.g. Kathleen Lynch.



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



Section C – Answer to Question ____

Optional space to help you prepare your answer.

[illegible]

Section C – Answer to Question ____

Optional space to help you prepare your answer.

[illegible]

Section C – Answer to Question ____

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]

Material may have been adapted, for the purpose of assessment, without the authors' prior consent.

Copyright notice

This examination paper may contain text or images for which the State Examinations Commission is not the copyright owner. It has been prepared in accordance with Section 53(5) of the Copyright and Related Rights Act, (2000). Any subsequent use for a purpose other than the intended purpose is not authorised. The Commission does not accept liability for any infringement of third-party rights arising from unauthorised distribution or use of this examination paper.

Leaving Certificate – Ordinary Level

Politics and Society

Tuesday 29 June

Morning 9:30 – 12:00