



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2022

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.

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.

ANNOTATIONS USED IN THE MARKING



INDICATES THE POINT AT WHICH MARKS WERE AWARDED



INFORMATION NOT VALID / INDICATES THAT THE SECTION HAS BEEN SEEN AND READ BY THE EXAMINER

SEEN

PAGE SEEN BY THE EXAMINER

SECTION A

Question 1

There are 15 questions of which candidates must answer 10

50 marks - 10 x 5 marks

(a) One example of how the system of checks and balances works in Irish democracy

5 marks

Responses may make reference to:

- Separation of powers
- The role of the media as a watchdog.
- Example of the checks and balances in action.

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

(b) Two points about the right to peaceful protest as a means of political participation.

3 marks + 2 marks

Responses may make reference to:

- Article 20 UDHR – freedom of assembly
- Protest as freedom of expression
- Social and political change
- National security/public safety
- Relevant example.

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

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

(c) Explanation of the message portrayed in the cartoon.

3 marks

Very good explanation	3M
Good explanation	2M
Fair explanation	1M

Key thinker: Paulo Freire (or any other relevant thinker)

2 marks

(d) Explanation of the function of the Oireachtas Committee System

5 marks

Responses may make reference to:

- Advisory role
- Committee members include TDs, Senators or both
- The role of civil society groups
- Explanation includes an actual example plus description e.g. PAC.

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

(e) A critique of the use of cartoons as a tool of political speech.

5 marks

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

(f) Message for the Government from the answer regarding higher taxes on energy and fuel.

5 marks

Responses may make reference to:

- Public resistance to paying taxes as a climate action measure
- Concern over climate change does not seem to translate into enthusiasm to pay to combat it
- A relevant example plus explanation e.g. resistance to Carbon Tax.

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

(g) Name (2M) and description (3M) of a model of youth participation outside of the school environment.

5 marks

Possible responses include:

- Hart's Ladder
- Shier's Pathways to Participation
- Lundy Model of Participation

Description <u>must</u> match the model named:	Very good description	3M
	Good description	2M
	Fair description	1M

Note: 2M – mechanism for youth participation outside of the school environment.

(h) Critique of the value of opinion polls.

5 marks

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

(i) Explanation of the significance of this headline in relation to the climate crisis.

5 marks

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

(j) The function of the European Court of Justice.

5 marks

Responses may make reference to:

- Interprets EU law to make sure it is applied in the same way in all EU countries
- Settles legal disputes between national governments and EU institutions
- May be used by individuals, companies or organisations to take action against an EU institution, if they feel it has somehow infringed their rights
- Description of a relevant example.

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

(k) Evaluation of image in the context of the global influence of supranational organisations.

5 marks

Possible responses include:

- Civil rights are endangered
- Reduces the sovereignty of nation-states
- More bureaucracy, less democracy.

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

(l) Selection method to appoint MLAs to ministerial roles.

5 marks

Responses may make reference to:

- 'D'Hondt' system
- Appointment of First Minister and Deputy First Minister.
- Special arrangement for the appointment of the Minister for Justice.

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

(m) Critical evaluation of the image in the context of the growing power and influence of social media.

5 marks

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

(n) The purpose of a political party

5 marks

Possible responses include:

- Brings together people with the same political ideas
- Nominate candidates for public office and to get as many of them as possible elected
- Once elected, these officials try to achieve the goals of their party through legislation and program initiatives.

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

(o) One non-democratic country (2M) and explanation of how it is governed (3M)

5 marks

Name of one non-democratic country 2M

Explanation must match the country named

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

SECTION B

Question 2 – 150 marks

(a) Comment on the definition of a racist incident adopted by INAR in Document B.

10 marks

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

(b) Advantages of the self-reporting mechanism in Document B.

10 marks

Responses may make reference to:

- National, confidential and user-friendly way to report racism from any online device
- Enables people who experience or witness racism and/or those supporting them to do something about it
- Used for monitoring racism in Ireland by providing evidence and data on racism in Ireland.

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

(c) Critique of the use of case studies as a research methodology in Document A.

2 x 10 marks

Responses may make reference to:

- Concrete, contextual, in-depth knowledge about a specific real-world subject
- Allows for the exploration of key characteristics, meanings, and implications of the issue
- Insight that cannot be learned in any other way
- Can lead to new and advanced research
- Can help to put a human face to statistics.
- Cannot be replicated or corroborated
- Personal subjective experiences, may have errors of memory or judgement
- Data and results only valid for the specific individuals
- Generalisation of results is limited.

One positive aspect**(10 marks)**

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

One negative aspect**(10 marks)**

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

(d) Evaluation of the importance of the data to policy and decision-makers.**20 marks**

Possible responses include:

- Allows policy and decision-makers to develop policies to target specific issues
- Identify resources and supports
- Helps to focus the discussion on finding solutions
- Explanation includes an actual example plus description.

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

(e) Comment on whether passive/casual racism is the result of a lack of awareness and misinformation about racism.**20 marks**

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

(f) Conclusions about the impacts of racism on victims.

20 marks

Responses may make reference to:

- Racism has a psychological impact
- Identity is in question
- Racism can cause social isolation
- Financial implications if victims leave jobs or move to get away from racist abuse
- Racism stereotypes victims
- Can lead to cultural clashes and/or division within society.

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

(g) Conclusions about the evolving nature of Irish identity

50 marks

Conclusions

(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

(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	(7 marks)
Very Good	4 - 5M	
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	(12 marks)
Very Good	7 - 9M	
Good	4 - 6M	
Fair	0 - 3M	

Summary of the findings and sources

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

References and Bibliography - Check the back of the booklet

(4 marks)

CITIZENSHIP PROJECT - SECTION B

Execution of citizenship project

45 marks

Summary of the actions undertaken (We / I)

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

Critical analysis of the action plan

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

Outcomes

Excellent	12 - 15M	(15 marks)
Very Good	8 - 11M	
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	

