



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2022

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.

ANNOTATIONS USED FOR ONLINE 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 – 100 MARKS

Question 1

There are 20 questions of which candidates must answer 10

10 x 10 marks

(a) Description of one example of how social class affects a person's life chances.

10 marks

Responses may make reference to:

- Life chances – term by Max Weber's describes the extent to which persons within a particular social class have access to important scarce resources (clothing, food, shelter, education, health care).
- People in lower classes don't have the same life chances as people in upper classes
- Unequal distribution of resources among social categories
- Poverty narrows life chances / higher socio-economic class have money so greater life chances.

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

(b) Is it important to vote in an election?

10 marks

Responses may make reference to:

- Make your voice heard on the issues that concern you.
- Be part of the decision-making that affects your life
- People fought for the right to vote.
- Democratic right not to vote/civic duty
- Not voting can be a form of protest.

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

(c) Explain the role of the President of Ireland.

10 marks

Responses may make reference to:

- The President of Ireland (Uachtarán na hÉireann) is Ireland's Head of State
- Appoints the Taoiseach, members of the Government, judges and other officials
- Signs legislation into law and/or refers Bills to the Supreme Court
- Represents the people of Ireland
- Acts as Supreme Commander of the Defence Forces.

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

(d) (i) Comment on the result of the question asked in this opinion poll.

2 marks

Result shows that a large proportion (77.24%) of young people are worried about climate change.

(ii) Give one reason why Survey Monkey was chosen for this survey.

3 marks

Young people being surveyed

Survey monkey is accessible via web links, emails, social media and more.

(iii) Is there a value to opinion polls? Give a reason for your answer.

5 marks

Responses may make reference to:

- Guide to public opinion
- How are the poll results presented?
- Who has commissioned the poll?
- Respondents offering opinions on issues about which they have not thought out or care about.

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

(e) Any five of the nine grounds of equality in Ireland.

5 x 2 marks

- Gender,
- Marital status,
- Family status,
- Age,
- Membership of the Traveller community.
- Disability,
- Sexual orientation,
- Race,
- Religion,

In addition, the Acts prohibit discrimination in the provision of accommodation services against people who are in receipt of rent supplement, housing assistance, or social welfare payments.

(f) Understanding of sustainable development

10 marks

Responses may make reference to:

- United Nations Brundtland Commission definition
- Other definitions of sustainable development
- Description of the Sustainable Development Goals
- Description of an example of sustainable development.

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

(g) Is it important for a school to have a student council?

10 marks

Responses may make reference to:

- Provides an opportunity for students to engage in a structured partnership with teachers, parents and school managers in decision-making processes in their school.
- Description of a student council.
- They are tokenistic.
- They don't achieve anything.
- Popularity contests.

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

(h) How homelessness negatively affect some of the rights of young people as set out in the UN Convention on the Rights of the Child (UNCRC)?

10 marks

Responses may make reference to:

Exclusion from participation in everyday activities like education and play, poor quality housing, delayed access to healthcare – things that make a real difference to children's lives.

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

(i) Is the United Nations Convention on the Rights of the Child (UNCRC) important?

10 marks

Responses may make reference to:

- Provides an internationally accepted standard to be applied to basic human rights affecting children
- The most widely ratified human rights treaty in the world
- It sets out the specific rights that all children have to help fulfil their potential.

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

(j) Brief explanation of Martha Nussbaum's capabilities approach.

10 marks

Responses may make reference to:

- What are people actually able to do and to be?
- What real opportunities are available to them?
- Life; health; bodily integrity; senses, imagination, thought; emotions; practical reasoning; affiliation; other species; play; control over one's environment.

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

(k) Is it important that the world unites to tackle climate change?

10 marks

Responses may make reference to:

- Climate change is a global emergency that goes beyond national borders.
- It is an issue that requires international cooperation and coordinated solutions at all levels.
- Description of the Paris Agreement.

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

(l) Two pieces of information about the work of a TD

5 marks + 5 marks

Responses may make reference to:

- Deciding which laws are passed, changed or removed
- Representing the needs of the people who elected them
- Hold clinics in their constituency where they meet voters
- Members of a political party/Independent.

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

(m) Description of one cause of underdevelopment.

10 marks

Responses may make reference to:

Poverty, over-population, geography and climate, poor education and healthcare, international policies, war, migration and inequality.

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

(n) Description of one strategy which made a positive impact on their society.

10 marks

Description of a strategy used to make a positive impact by any relevant individual.

Nelson Mandela:

- In 1944, he joined the African National Congress (ANC) – a political group that strived for equal rights for whites and blacks.
- He later travelled the country to gain support for non-violent protests against the National Party's Apartheid laws
- He spent 27 years in jail
- He was instrumental in tearing down the oppressive government and installing democracy
- Mandela received the Nobel Peace Prize in 1993 for peacefully destroying the Apartheid regime and laying the foundation for democracy.

Mahatma Gandhi:

- Mohandas Gandhi was a leader of India's independence movement.
- When India was a colony of Great Britain, Gandhi used nonviolent methods to protest against British rule.
- In 1930 Gandhi led a protest against a British tax on salt. He led Indians on a march to the sea to collect their own salt.
- Gandhi was sometimes jailed for his actions.

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

(o) Conclusion about inequality in the world today.

10 marks

Responses may make reference to:

- The vast majority of vaccines have been administered in high- and upper-middle-income countries.
- The global failure to share vaccines equitably is taking its toll on some of the world's poorest and most vulnerable people
- Vaccine inequality equals social and economic inequality.

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

(p) Explanation of 'bias' in the media.

10 marks

Responses may make reference to:

- Media bias is bias in the selection of events and stories that are reported, and how they are covered.
- Description of an example of media bias.

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

(q) Description of how to make the participation of young people meaningful in decision-making processes.

10 marks

Responses may make reference to:

- Agree together roles, responsibilities and expectations
- Build skills and knowledge of young people so they can confidently and effectively take part in both decision-making and implementation
- Use language that is understandable, respectful, and accessible to everyone
- Value and respect the perspectives and views of young people
- Consultation and feedback.

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

(r) Are gender quotas the solution for increasing female representation in the world of business? **10 marks**

Responses may make reference to:

Pros

- Quotas for women do not discriminate, but compensate for actual barriers that prevent women from participating in the world of business
- Women's experiences are needed in the world of business
- Introducing quotas may cause conflicts.

Cons

- Quotas are against the principle of equal opportunity
- Quotas imply that business leaders are selected because of their gender, not because of their qualifications and that more qualified candidates are pushed aside
- Many women do not want to get selected just because they are women

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

(s) Can universal human rights exist in a culturally diverse world? **10 marks**

Responses may make reference to:

- Human rights apply to everyone simply by virtue of their being human.
- By claiming human rights are universal, we ignore and undermine the cultural differences that exist between societies in different parts of the world.
- The Universal Declaration of Human Rights is a Western-biased document which fails to account for the cultural norms and values which exist in the rest of the world. More than that, it is an attempt to impose Western values on everybody else.

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

(t) Two ways the Ireland benefits from being a member of the European Union **5 marks + 5 marks**

Responses may make reference to:

- Irish people can live and work freely in any Member State
- Opportunities and job choices for Irish workers.
- Irish citizens working in other EU countries enjoy equal treatment in accessing employment, working conditions and all other social and tax advantages.
- Single market
- Access to EU funding
- Description of a relevant example

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

SECTION B – 150 MARKS

Question 2

50 marks

- (a) According to Document A, what percentage of undocumented migrants are living in Ireland more than 5 years? 5 marks

75.5%

- (b) According to Document A, what two sectors do the largest percentage (%) of undocumented migrants work in? 2 x 5 marks

- Elder care
- Restaurant and catering

- (c) According to Document B, why is this scheme good news for some but not for others? 10 marks

The only people who can apply are:

- Those who have not had legal status for at least four years
- Those who have not had legal status for three years if they have children here.

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

- (d) Three ways in which people can become undocumented in Ireland. (Doc B) 3 x 5 marks

- Arrive on tourist visas and overstay to work
- Come as student on temporary work permits and illegally remain in the country after permission has run out
- Victims of human trafficking

(e) Using the information in both documents what would you conclude about the working conditions of undocumented migrants in Ireland? 10 marks

- 93% of undocumented migrants are working to support themselves and their families
- Work in low paid jobs
- Work long hours
- Are exploited
- They stay in the same jobs for a long time/cannot get other jobs
- More women than men
- Can't complain about their conditions for fear of being reported.

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

Question 3 50 marks

(a) Comment on the presentation of data in Document A. 10 marks

- Effective visual tool
- Colourful/uses images/simple graphs
- Easy to read/easily understood
- Big headings
- Images and texts used to convey a message
- Takes less time to process
- Doesn't tell the full story
- Over simplification of the issue
- Pathway through the graphic is confusing
- Mainly quantitative data.

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

(b) Describe one strength of surveys as a research method. 10 marks

- Anonymity
- Qualitative and quantitative data
- Inexpensive
- Wide audience
- Used for numbers
- Cover a lot of questions.

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

(c) Describe one limitation of surveys as a research method.

10 marks

- Truth not verifiable
- Representation
- Responses not necessarily objective
- Bias
- Limited response/return rates.

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

(d) Is Document B a reliable source of data? Explain your answer.

10 marks

- Limited – only two examples
- Unverified information
- Authorship
- References to MRCI data.

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

(e) One key piece of data from Document A and how it links to the information presented in Document B.

10 marks

10% childcare – Liz working as a childminder

27% elder care in the private home – Liz providing daily care to an elderly woman

93% of undocumented are working

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

Question 4

50 marks

- (a) Description of a citizenship project based on organising an event to highlight the plight of undocumented migrants in Ireland.

10 marks

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

- (b) Comment on the sectors in which the largest percentage of undocumented migrants work in.

10 marks

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

- (c) Why do undocumented people 'tend to avoid official notice'?

15 marks

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

- (d) Does the evidence in both documents about the condition of undocumented people suggest that this is a human rights issue?

15 marks

Very good answer	11 - 15M
Good answer	6 - 10M
Fair 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
<p>Response is coherent; well-structured and supported by relevant, accurate and varied evidence using comparative evidence.</p> <p>A thorough grasp of the requirements of the task is obvious as is understanding and independent thinking.</p> <p>Engagement with the topic is in-depth.</p> <p>Judgements and conclusions offered are comprehensively justified.</p> <p>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.</p>	<p>Response focuses clearly on the question posed.</p> <p>Arguments are very well structured and unified supported by relevant, accurate and varied evidence.</p> <p>Points are very well organised and there is a coherent argument present using comparative viewpoints.</p> <p>There is very good engagement with the topic.</p> <p>Independent judgements and conclusions offered have very reasonable justification.</p>	<p>Response focuses clearly on the question posed.</p> <p>The demands of the question are well understood.</p> <p>Points tend to be well supported by accurate and relevant evidence.</p> <p>Points are well organised and there is a coherent argument present.</p> <p>There is evidence of engagement with the topic and judgements and conclusions offered have reasonable justification.</p>	<p>Response shows some understanding of the demands of the question.</p> <p>Points made are relevant and are supported by some valid references and illustration.</p> <p>There may be a sense however, that some points are left to stand alone and are not fully integrated into a unified argument.</p> <p>There are some judgements and independent conclusions offered with limited justification.</p>	<p>Response shows that the question has been understood.</p> <p>Knowledge of the issue is limited and answers make tentative points and use limited evidence that is valid and appropriate.</p> <p>However, these points are limited and evidence is not developed into a forceful, unified argument.</p> <p>There is limited engagement with the topic resulting in answers which lack an integrated independent conclusion.</p>	<p>Response shows that the question is understood – at least partially.</p> <p>Response lacks clear focus and tends to wander from the point or from point to point.</p> <p>Summary and repetition often takes the place of discussion.</p> <p>Knowledge of the issue is very limited with very little evidence to support the points being made.</p> <p>There is very limited engagement with the topic.</p> <p>Judgements and conclusions offered are vague or personal with very limited justification.</p> <p>Re-reading may be necessary to discover meaning.</p>	<p>Response shows that the questions will have been partially understood and the response is poorly focused.</p> <p>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.</p> <p>There is no evidence of engagement with the topic.</p> <p>The candidate has not formed a judgement, drawn independent conclusions or offered justification for their own opinion or position.</p>	<p>Response shows that the question will be very poorly understood or completely misunderstood.</p> <p>A very poor answer which, at best, offers only fragmented pieces of information with little or no relevant points.</p> <p>No relevant arguments offered or evidence to support any claims made.</p> <p>Response is very poor and lacks focus and the reader is confused.</p> <p>Some points might be totally inaccurate or irrelevant to the question.</p>

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 the back of the booklet

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	

