



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2023

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) Why is it important to vote in an election?

10 marks

Responses may make reference to:

- The cornerstone of democracy
- Civic duty (responsibility)
- Someone to represent your views
- Be part of the decision-making that affects your life
- Important to use your voice
- It's your right

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

(b) The terms 'left' and 'right' are sometimes used to describe political parties, politicians and policies. What do each of these terms mean?

5 marks + 5 marks

Responses may make reference to:

- Appropriate left wing and right wing concepts

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

(c) Give one reason why the United Nations High Commissioner for Refugees (UNHCR) might have posted this image and message on social media.

10 marks

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

- (d) Do you think that this *Choose to Refuse single-use plastic* campaign is a good example of an action that an individual could take to achieve sustainable development? Give a reason for your answer.

10 marks

Responses may make reference to:

- Power of individual choice to make a difference
- Sustainable alternatives
- The long life of single use plastic
- Risk to the environment e.g. micro plastics

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

- (e) Outline two steps that might be taken by young people to bring about a change to the policy on school Uniform. 5 marks + 5 marks

Responses may make reference to:

- Through the student council
- Survey of students, parents, staff
- Organise a campaign
- Meeting with relevant people e.g. BOM, Principal

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

- (f) Everybody present in the country on Census Night must be included on the census form. Give one reason for this. 10 marks

Responses may make reference to:

- Accurate population number
- Accurate trends
- Support for planning

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

(g) Explain the purpose of a referendum in Ireland.

10 marks

Responses may make reference to:

- To change the constitution
- To engage in a democratic process
- To provide an opportunity for the electorate to express an opinion

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

(h) CSO Infographic

10 marks

**(i) Would you be one of the 68% who said they were concerned about climate change?
Give a reason for your answer?**

3 marks

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

**(ii) Why do you think 63% of respondents aged 18 to 34 years old said there was still
time to act on environmental issues but that it is unlikely to happen?**

3 marks

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

(iii) What conclusion can you draw from the data in the third column?

4 marks

Responses may make reference to:

- People over 55 are responsible when it comes to recycling
- Older people are more active when it comes to recycling

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

(i) **Comment on ethnic or language or religious diversity in one European country.**

10 marks

Responses must make reference to **one** named country

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

(j) **Does the Irish system of elections produce a government that is truly representative of the people?**

10 marks

Responses may make reference to:

- The system of voting e.g. PR-STV
- Voter turnout
- Description of constituencies
- Underrepresentation

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

(k) ***Violet-Anne Wynne makes history as first TD to bring her baby into Dáil.* Explain the significance of this image in relation to the role of women in politics in Ireland.**

10 marks

Responses may make reference to:

- Better access to political life for women
- Acceptance/acknowledgement of the role of women in child-rearing
- Gender stereotyping

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

(l) **Give **two** pieces of information about the work of Local Government.**

5 marks + 5 marks

Responses may make reference to:

- Delivery of services such as roads, traffic, planning, housing
- Community development

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

- (m) The title of this book ***Media Control - News as an Institution of Power and Social Control*** by Robert E. Gudsche, Jr. What does this title say about the role of the media in society?
10 marks

Responses may make reference to:

- The media influences people's thinking
- Controls how people think
- Is a powerful influence in society today.

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

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- (n) Explain the role of the Ombudsman for Children in Ireland. 10 marks

Responses may make reference to:

- To promote children's rights
- To represent children on rights related issues
- To be a voice for children

Very good answer	8 - 10M
Good answer	4 - 6M
Fair answer	0 - 3M

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- (o) Briefly explain Vandana Shiva's contribution to the climate debate. 10 marks

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

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- (p) Comment on the stereotyping in this image. 10 marks

- Male and female roles (women in the kitchen – men computer games)
- Traditional view of gender roles
- Modelling of the roles for children

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

- (q)** Give a brief description of **one** of the following: International Monetary Fund (IMF) or the World Trade Organisation (WTO). **10 marks**

Responses may make reference to:

IMF

- supports economic policies
- supports sustainable growth and prosperity
- promotes financial stability and cooperation

WTO

- is a global international organisation
- negotiates trade agreements.
- settles trade disputes.
- has a system of trade rules.

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

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- (r) What is meant by the social contract? 10 marks**

Responses may make reference to:

- Hobbes/Locke
- Citizens give up some rights for protection

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

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- (s) How do the processes of globalisation impact cultural identity? 10 marks**

Responses may make reference to:

- Leads to cultural mixing
- Dominance (pervasive influence) of multinational corporations
- Compromises/loss of individual/national values and traditions
- Description of a relevant example

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

- (t) **A recent report by children's charity Barnardos found that their staff are seeing children going without essential clothing, going for long periods without heating and living in households with not enough food for the entire family. Comment on this finding in the context of children's rights.** **10 marks**

Responses may make reference to:

- Children's rights are human rights and so apply to everyone simply by virtue of their being human.
- These basic children's rights are about human dignity
- Without these rights children will miss out on other rights such as education, a healthy life, chances to play, to participate.

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

SECTION B – 150 MARKS

Question 2

50 marks

- (a) According to Document A, what is the definition of “foreign assistance”? 5 marks

It refers to anything that one country gives for the benefit of another country.

- (b) According to Document A, what percentage of international aid is spent on Humanitarian Assistance? 10 marks

24%

- (c) According to Document B, what is the purpose of Dóchas? 10 marks

The purpose of Dóchas is to enhance Ireland’s contribution to world development. They do this by being an independent representative voice of Ireland’s Development sector, in order to influence public debate and decision-making in Ireland and the European Union.

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

- (d) According to Document B, name three main causes of poverty in developing countries. 3 x 5 marks

1. Government and private sector corruption
2. War and conflict
3. Government is not efficient or competent
4. Or any other point named in the piece

- (e) Using the information in both documents what would you conclude about Ireland’s contribution to aid work in developing countries? 10 marks

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**

- Colourful/uses Images/simple graphs
- Easy to read/easily understood
- Images and texts used to convey a message
- Dense, hard to read and understand
- Takes less time to process
- Doesn't tell the full story
- Over simplification of the issue
- Mainly quantitative data.

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

(b) Describe one strength and one limitation of on-line surveys as a research method**5 marks + 5 marks****Strengths**

Wide population can be included
Qualitative and quantitative data
Inexpensive
Can be answered in a short time
Can be accessed from different devices
Quick to analyse findings

Limitations

Not everyone has online access
Survey may not be seen in email
No personal support /explanations from the interviewer
People with biases may choose to answer the survey

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

(c) Is there a value to researching people's opinions and attitudes?**10 marks**

- Can confirm quantitative data
- Can contradict quantitative data
- Can personalise factual data
- Offers a different (human) perspective
- May indicate public opinion about an issue

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

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

10 marks

- Representative sample of the Irish public
- Wide range of optional answers provided
- It's a webpage
- Comment on authorship

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

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

10 marks

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

Question 4**50 marks**

- (a) Comment on the top three reasons selected by respondents in Document B as to why we think should help those in developing countries worse off than ourselves. 10 marks**

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

- (b) Describe a citizenship project you could undertake, based on organising an event to raise awareness about how aid is spent in developing countries. 10 marks**

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

- (c) Explain why countries receive human humanitarian 15 marks**

- to relieve their suffering during emergency situations
- wanting to help in a time of crisis
- empathy with other human beings
- duty
- charity
- examples of humanitarian disasters and the aid provided

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

- (d) What answer would you have chosen to the question in Document B about the main causes of poverty in developing countries? Give one reason for your choice. 15 marks**

Very good reason	11 - 15M
Good reason	6 - 10M
Fair reason	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>

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

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	

