



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2023

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) Give one positive and one negative aspect of coalition governments.

3 marks + 2 marks

Responses may make reference to:

Positive

- Represents a broader political spectrum
- Represents a wider range of views and people

Negative

- Smaller parties can have disproportionate power (undemocratic)
- Parties may have to compromise on their pre-election promises (manifesto) in the coalition

Very good answer 3M

Good answer 2M

Fair answer 1M

Good answer 2M

Fair answer 1M

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

(b) Comment on this young person's view of participation taken from a report commissioned by the Children's Rights Alliance published in 2022

5 marks

Responses may make reference to:

- Speaking out is not enough to bring about change – action required
- Young people must develop the capacity for active participation

Very good comment 4 - 5M

Good comment 2 - 3M

Fair comment 0 - 1M

(c) Give one strength and one weakness of the Seanad.

3 marks + 2 marks

Responses may make reference to:

Strengths

- It provides checks and counterbalance to the Dáil
- It brings people/senators with different experience to the Oireachtas

Weakness

- Does not represent all of the electorate
- It has very limited powers

Very good answer 3M

Good answer 2M

Fair answer 1M

Good answer 2M

Fair answer 1M

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

(d) Minister McEntee recently published a Bill to update laws criminalising hate speech and to legislate against hate crimes for the first time in Irish law. Comment on the need for such a Bill in Ireland.

5 marks

Responses may make reference to:

- Hate speech can lead to violence and aggressive responses
- The rise of hate speech especially through social media platforms
- Description of a relevant example

Very good comment 4 - 5M

Good comment 2 - 3M

Fair comment 0 - 1M

(e) Comment on this image in the context of the power of an individual in relation to living sustainably

5 marks

Responses may make reference to:

- Circular Economy
- Fast Fashion
- What sustainable means
- Media as a tool to influence
- Individual responsibility

Very good comment 4 - 5M

Good comment 2 - 3M

Fair comment 0 - 1M

(f) Give two pieces of information about the Northern Ireland assembly.

3 marks + 2marks

Responses may make reference to:

- It is the devolved government for NI
- Electoral processes-PR-STV/'D'Hondt' system
- Elected members are called MLAs
- The First Minister in the assembly is the leader of the largest party after an election

Very good answer 3M

Good answer 2M

Fair answer 1M

Good answer 2M

Fair answer 1M

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

(g) Describe what it means for states to agree to act to implement rights to the 'maximum extent of their ability'.

5 marks

Responses may make reference to:

- 'immediate obligation' and 'progressive realisation'
- Duty bearers and rights holder
- Description of a relevant example

Very good description 4 - 5M

Good description 2 - 3M

Fair description 0 - 1M

(h) Briefly explain a theory that identifies the environment and economy as connected global issues that must also be responded to locally. Name a theorist associated with this theory.

3 marks + 2 marks

Very good explanation 3M

Good explanation 2M

Fair explanation 1M

Key thinker: Shiva (or any other relevant thinker)

2 marks

- (i) **Comment on this statement which was posted on the twitter page of the Secretary General of the United Nations, Antonio Guterres.**

5 marks

- Freedom of the press
- Social Responsibility of the press
- Holding those in power responsible

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

- (j) **Gender equality is a matter of human rights, justice, and fairness.' It must underpin all of our interactions as a society.' Comment on this statement from the *Report of the Citizens Assembly on Gender Equality 2021*.**

5 marks

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

- (k) **An Garda Síochána marked their 100 year anniversary in October 2022. What is the role of An Garda Síochána in the context of the social contract in Ireland?**

5 marks

Responses may make reference to:

- Protection of people and property
- Safety of all
- Enforcement of law
- Balancing individual and collective rights

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

- (l) **In your opinion, is the cartoon strip below successful in challenging gender stereotypes? Give a reason for your answer.**

5 marks

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

- (m) When asked if Ireland should remain a member of the European Union 88% of people surveyed agreed. If you had been asked this question what would your response have been? Explain your answer. 5 marks

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

- (n) Draw two conclusions about the data below from the 2021 Northern Ireland Census. 3 marks + 2 marks

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

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

- (o) Briefly explain one cause of underdevelopment and propose one way of tackling the issue. 3 marks + 2 marks

Responses may make reference to:

Causes

Poverty
Exploitation
War
Lack of infrastructure

Proposal

Education
Planning
Investment
International co-operation

Cause:	Very good description	3M	Solution	
	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

SECTION B

Question 2 – 150 marks

- (a) According to Document A, what is the purpose of the World Migration Report?

10 marks

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

- (b) Comment on 'The New Humanitarian' as a source of data.

10 marks

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

- (c) Critique the presentation of evidence in both documents

20 marks

Very good critique	16 - 20M	clear, accurate, insightful critique referring to both documents
Good critique	11 - 15M	relevant but lacking insight, reference to one document only
Fair critique	6 - 10M	limited, lacking clarity
Weak critique	0 - 5M	contradictory or confused.

- (d) With reference to the information in both documents, what are the causes of forced migration and displacement?

20 marks

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

- (e) Using evidence from both documents, outline the significant rise in internally displaced persons (IDPs). 20 marks

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

- (f) Comment on the 'negative humanitarian and human rights consequences' that can result from the mismanagement of migration. 20 marks

Responses may make reference to:

- Inappropriate shelter/Overcrowding in camps
- Loss of human dignity
- Education impacted
- Human trafficking
- Separation of families
- Health impacted
- Loss of employment rights
- Abuse and exploitation

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

- (g) Drawing on both documents and the images below, what conclusions can you draw about global migration and displacement? 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	

