



**Coimisiún na Scrúduithe Stáit**  
State Examinations Commission

**Leaving Certificate 2024**

**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



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) **Comment on the message in this image from UNICEF in relation to children's rights during war.** **10 marks**

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

- (b) **Is it important for people to vote in European Union Elections? Explain your answer.** **10 marks**

Responses may make reference to:

- Having your say on the future of the EU
- Influencing power and decision making in the EU
- Ensuring that citizens of the EU are represented

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

- (c) **Explain the difference between direct and indirect discrimination.** **10 marks**

Responses may make reference to:

- Direct discrimination is where someone is treated less than another in relation to any of the 10 grounds of discrimination
- Indirect discrimination is when a law/practice doesn't intend to discriminate against a person/group but nevertheless has a discriminatory impact
- Any relevant example

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

(d)

- (i) Looking at the average weekly rent, has it got more or less expensive to live in a home in Ireland? Explain your answer 4 marks

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

- (ii) Draw one conclusion from these data in relation to the issue of home ownership in Ireland. 3 marks

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

- (iii) Is the census a reliable source of data? Explain your answer. 3 marks

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

- (e) Explain Freire's 'banking' concept of education. 10 marks

Responses may make reference to:

- Teachers depositing information
- Students memorising information without understanding
- Student is passive

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

- (f) At the COP 28 in December 2023 an agreement was made that marked 'the beginning of the end' of the fossil fuel era. Comment on this in relation to sustainable development. 10 marks

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

**(g) Explain the difference between qualitative and quantitative data.**

**10 marks**

Responses may make reference to:

- Qualitative data is about opinion and voices/language based
- Quantitative data is about numbers and statistics/numerical data

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

**(h) What does the term 'Globalisation' mean?**

**10 marks**

Responses may make reference to:

- The spread and flow of financial products, goods, technology, communication, jobs, services, transport and information across national borders and cultures.
- Description of a relevant example

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

**(i) Describe one example in society where sometimes the rights of the individual have to be set aside to protect the rights of the majority.**

**10 marks**

Responses must make reference to:

- The balance between individual freedom and collective safety
- Description of a relevant example

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

**(j) Is it important to have laws against online hate speech?**

**10 marks**

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

**(k) Explain what it means for a country to be ‘underdeveloped’.**

**10 marks**

Responses may make reference to:

- Underdeveloped countries often lack sufficient infrastructure, have limited access to education, healthcare and a lower standard of living
- Indicators of underdevelopment e.g. High birth rates, high infant mortality, low life expectancy
- A description of a relevant example

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

**(l) Explain the role of the Taoiseach in Ireland.**

**10 marks**

Responses may make reference to:

- Head of the government
- Assigns Departments to Ministers
- Nominates the Attorney General
- Keeps the president informed on domestic and international policy

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

**(m) Describe one way in which Irish identity is formed on the island of Ireland.**

**10 marks**

Responses may make reference to:

- Irish language
- Education
- Sport
- Description of a relevant example

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

**(n) Describe one way that social class may affect the experiences of young people in Ireland today.**

**10 marks**

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

**(o) What is the message in this image in the context of sustainable development? 10 marks**

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

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**(p) Explain the role of the European Convention on Human Rights (ECHR). 10 marks**

Responses may make reference to:

- It safeguards and protects human rights and fundamental freedoms
- Sets HR standards against which people can go to the European Court of Human Rights if they wish to challenge what is perceived as a HR violation/abuse
- Sets legal standards which must be adhered to in legislation

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

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**(q) Briefly describe the political message of this cartoon in relation to the media. 10 marks**

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

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**(r) Explain the term patriarchy and give an example in society today. 10 marks**

Responses may make reference to: public or private patriarchy, Walby's 6 structures of patriarchy etc.

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

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- (s) The International Federation of Journalists' annual list of journalists killed records 120 journalists killed in 2023. What conclusion can you draw from this statistic?**

**10 marks**

Responses may make reference to: the dangers of working as a journalist, reporting news in areas of conflict, suppression of the media etc

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

- (t) Comment on the message in this cartoon in relation to the distribution of wealth.**

**10 mark**

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

## SECTION B – 150 MARKS

### Question 2

50 marks

(a) According to Document A, what is the focus of the Society of Saint Vincent de Paul?

5 marks

The Society of Saint Vincent de Paul focus on a practical approach to dealing with poverty, easing its effects, on individuals and families by working mainly in person-to-person contact

(b) Identify four ways in which the Society of Saint Vincent de Paul provides assistance to those in need.

20 marks

(4 x 5 marks)

- Caring for the homeless
- Providing social housing
- Operating holiday homes
- Social support activities

(c) According to Document B, what is the core purpose of Barnardos?

5 marks

Helping the most vulnerable children in society achieve their full potential regardless of their family circumstances, their gender, race or disability

(d) Referring to Document B, what is Barnardos concerned with?

10 marks

Cost of living increases are pushing more children in Ireland into poverty and negatively affecting their health, wellbeing and development

(e) Using the information in both documents, what would you conclude about the cost of living crisis in Ireland?

10 marks

Very good explanation referring to both documents	8 - 10M
Good explanation	4 - 7M
Fair explanation	0 - 3M

### Question 3

50 marks

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

5 marks

- Effective visuals and use of colour
- Easy to read/easily understood
- Colourful/simple box with figures

Very good commentary 4 - 5M

Good commentary 2 - 3M

Fair commentary 0 - 1M

**(b) How was the data collected in Document B?**

5 marks

- A nationally representative survey
- 1 to 1 interviews with parents currently supported by Barnardos

Very good explanation 4 - 5M

Good explanation 2 - 3M

Fair explanation 0 - 1M

**(c) Choose one key piece of data from Document B and describe how it links to information provided in Document A.**

10 marks

Very good description of one piece of data 8 - 10M

Good description of one piece of data 4 - 7M

Fair description of one piece of data 0 - 3M

**(d) Comment on the areas where the Society of Saint Vincent de Paul responded to requests for assistance in 2022.**

15 marks

Very good commentary 11 - 15M

Good commentary 6 - 10M

Fair commentary 0 - 5M

**(e) What can you learn from the evidence in Document A about the real-life experiences of people living in poverty?**

15 marks

Very good explanation 11 - 15M

Good explanation 6 - 10M

Fair explanation 0 - 5M

## Question 4

50 marks

- (a) **Comment on the top three areas in the survey data in Document B where parents and their children have had to go without or cut down due to the cost of living.** 10 marks

Answers may make reference to the significance of heat, clothing and social activities in the lives of vulnerable parents and children.

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

- (b) **Is it important to include individual voices of people living in poverty as seen in Document A?** 10 marks

Answers may make reference to valuing the opinions of people living in poverty and affirming their right to human dignity and respect, getting real life knowledge and practical experiences, empowering individuals etc.

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

- (c) **Describe a citizenship project you could undertake, based on organising an event to raise awareness about one of the issues highlighted in either Document A or B.**

15 marks

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

- (d) **From analysing the evidence in either document, what policy recommendations would you make to the Irish government regarding some of the issues raised?** 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
<b>Introduction (I)</b>	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.
<b>10 marks</b>	<b>9 - 10</b>	<b>7 - 8</b>	<b>4 - 6</b>	<b>0 - 3</b>
<b>Knowledge (K)</b>	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.
<b>10 marks</b>	<b>9 - 10</b>	<b>7 - 8</b>	<b>4 - 6</b>	<b>0 - 3</b>
<b>Evidence (E)</b>	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.
<b>10 marks</b>	<b>9 - 10</b>	<b>7 - 8</b>	<b>4 - 6</b>	<b>0 - 3</b>
<b>Analysis &amp; Synthesis (A)</b>	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.
<b>5 marks</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>0 - 2</b>
<b>Evaluation (V)</b>	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.
<b>5 marks</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>0 - 2</b>
<b>Cohesion (C)</b>	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.
<b>10 marks</b>	<b>9 - 10</b>	<b>7 - 8</b>	<b>4 - 6</b>	<b>0 - 3</b>

## 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	<b>15 marks</b>
Good	6 - 10M	
Fair	0 - 5M	

**Critical analysis of the action plan**

Very Good	11 - 15M	<b>15 marks</b>
Good	6 - 10M	
Fair	0 - 5M	

**Outcomes**

Very Good	11 - 15M	<b>15 marks</b>
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	

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