



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2024

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



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) Briefly outline a key difference between positive and negative rights

3 marks + 2 marks

Responses may make reference to:

- A negative right is a freedom *from* something, and a positive right is the freedom *to do* something.
- For example, the rights to free speech and assembly are *negative* rights, because they restrict others from limiting your freedom
- A description of a relevant example

Very good description 3M

Good description 2M

Fair description 1M

Good description 2M

Fair description 1M

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

(b) Explain the role of the Ceann Comhairle in Dáil Éireann.

5 marks

Responses may make reference to:

- Chairing Dáil debates
- Supervising votes and declaring results
- Takes control of the house

Very good explanation 4 - 5M

Good explanation 2 - 3M

Fair explanation 0 - 1M

(c) Key thinker Andre Gunder-Frank propose *Dependency Theory* to try and explain why some countries remain underdeveloped. Briefly explain this theory.

5 marks

Very good explanation 4 - 5M

Good explanation 2 - 3M

Fair explanation 0 - 1M

(d) Critique the rise in citizen journalism in the world today.

5 marks

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

(e) Does learning about human rights, in subjects such as Politics and Society, encourage young people to practise, protect and promote the rights of others?

Explain your answer.

5 marks

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

(f) Comment on the message in this image in the context of children's rights in the world today.

5 marks

Responses may make reference to:

- The UNCRC / UDHR
- The right to education
- A description of a relevant example

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

(g) Describe the purpose of a manifesto in party politics.

5 marks

Responses may make reference to:

- To set out a vision or intention for government
- To explain party policies

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

(h) Comment on the presentation of the message in this image in the context of the climate crisis.

5 marks

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

(i) Describe two features of a democratic state.

3 marks + 2 marks

Responses may make reference to:

- Responsible for basic human rights
- Right to vote
- Law and order
- Free and open media
- Checks and balances
- A description of a relevant example

Accept other relevant features

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

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

(j) Give two examples of how the education system in Ireland reinforces Irish identity.

5 marks

Responses may make reference to:

- Subject content e.g. Irish language, History, Music, PE
- Significance of religion in schools

Example 1	Very good example	3M	Example 2		
	Good example	2M		Good example	2M
	Fair example	1M		Fair example	1M

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

(k) Describe two ways by which a person can become a Senator in Seanad Éireann.

marks

Responses may make reference to:

- 11 nominated by Taoiseach
- 6 selected by NUI and Trinity College graduates
- 43 selected by TDs, members of the outgoing Seanad and members of County Councils

Example 1	Very good description	3M	Example 2	
	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

(l) What are the main conclusions you can draw from the statistics below in relation to the media? 5 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

(m) Briefly outline the relationship between Western imperialism and Edward Said's theory of *Orientalism*. 5 marks

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

**(n) The Central Statistics Office (CSO) issued results in February 2023 from the *Survey on Income and Living Conditions (SILC)* for 2022. It found that in Ireland, the richest 20% have four times the income of the poorest 20%.
What does this statistic suggest about society in Ireland today? 5 marks**

Responses may make reference to:

- Economic inequality in society
- Lack of social justice
- Ireland as a class-based society
- Description of a relevant example

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

(o) Briefly describe what it means to have either a left or right-wing political viewpoint.

5 marks

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

SECTION B

Question 2 – 150 marks

- (a) What are the strengths and limitations of the methodology used to gather data in Document A? **10 marks**

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

- (b) Comment on the presentation of data in Document B. **10 marks**

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

- (c) Comment on the current representation of women in politics as set out in both documents. **20 marks**

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

- (d) According to both documents, what would be the significance of extending quotas to local elections? **20 marks**

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

(e) Evaluate the importance of the data in both documents to decision and policy makers.

20 marks

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

(f) Drawing on both documents, discuss the barriers and challenges facing women who wish to pursue a career in politics and represent their communities at local, national or European level.

20 marks

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

(g) Drawing on the information in both documents and the statement below from Document B, critique the use of quotas to address gender imbalance in the Irish political system.

50 marks

Critique (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
<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 and judgements and conclusions offered are comprehensively justified.</p> <p>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.</p>	<p>Response focuses clearly and coherently 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 very good coherent argument present using comparative viewpoints.</p> <p>There is very good critical engagement with the topic.</p> <p>Independent judgements and conclusions offered have very reasonable justification.</p>	<p>Response focuses clearly on the question set.</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 critical engagement with the topic and judgements and conclusions offered have reasonable justification.</p>	<p>Response shows a basic understanding of the question.</p> <p>Response reasonably addresses the question set.</p> <p>Knowledge of the issue is basic.</p> <p>Points made will be relevant and will be 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 will be some judgements and independent conclusions offered with limited justification.</p>	<p>Response shows that the question is reasonably well 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>Points made are limited and evidence is not developed into a forceful, unified argument.</p> <p>There is limited critical engagement with the topic resulting in answers which lack an integrated independent conclusion.</p>	<p>Response shows that the question is only partially understood.</p> <p>Response lacks clear focus and will tend to wander from the point or from point to point.</p> <p>Summary and repetition often take 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 or no critical 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 question has been partially understood and the response is poorly focused.</p> <p>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 critical 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>

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	

