



POLITICS AND SOCIETY

HIGHER & ORDINARY LEVEL

MARKING SCHEME

Pre-Leaving Certificate Examination 2024

Higher Level: page 3

Ordinary Level: page 14

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 answer 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 answer, examiners must consult their advising examiner before awarding marks.
- The suggestions, examples etc. in the scheme are not exhaustive and alternative valid answers 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.

Marks for cohesion

Marks for cohesion will be awarded on the basis of the structure, organisation, views and opinions, coherence, focus, context and clarity of the response.

HIGHER LEVEL

SECTION A – Short Answer Questions 50 Marks

Question 1: 50 marks - 10 x 5 marks each

- (a) What is the role of the committee system used by the houses of the Oireachtas? Name one cross-party committee that works in the houses of the Oireachtas.

Role of the committee system = 4 marks

Very good explanation **4M**, Good **3M**, Fair **2M**, Weak **1M**, Irrelevant **0M**

Explanation

- Oireachtas committees advise the Houses of the Oireachtas on a range of specific areas. Committee members include TDs, Senators, or both.
- Committees receive submissions and presentations from members of the public, interest groups, and government departments. Their public meetings are broadcast live, and recorded. They may publish reports on specific issues.
- Committees also scrutinise Government expenditure and debate proposed legislation.

Names of Committees = 1 mark

- Public Accounts Committee
- Joint Committee on Agriculture, Food, and the Marine
- Joint Committee on European Union Affairs
- Joint Committee on Social Protection, Community and Rural Development and the Islands
- Joint Committee on Health
- Joint Committee on Transport and Communications
- Joint Committee on Gender Equality
- Joint Committee on Disability Matters
- Joint Committee on International Surrogacy
- Comhchoiste Na Gaeilge, Na Gaeltachta Agus Phobal Labhartha Na Gaeilge (Joint Committee on The Irish Language, The Gaeltachts, and the Use of Irish in Public)
- Select Committee on Education and Further and Higher Education, Research, Innovation and Science
- Joint Committee on the Implementation of The Good Friday Agreement

- (b) Detail two barriers to accessing third-level education in Ireland.

Two barriers: 3+2 marks with explanation

Explanation 1 - 3 marks: Very good explanation **3M**, Good **2M**, Fair **1M**, Irrelevant **0M**

Explanation 2 - 2 marks: Good explanation **2M**, Fair **1M**, Irrelevant **0M**

Suggested reasons

Some of the most significant barriers include economic factors, social lottery, age, mental health, learning difficulties, confidence, stigma, self-esteem, a lack of fundamental skills such as ICT, literacy, numeracy, and a negative experience of education resulting in a lack of value placed on education.

- (c) What is the role of the United Nations Development Programme (UNDP) in ensuring rights and access to development? Name a key theorist associated with this idea.

Role of the UNDP = 4 marks

The UNDP strategic plan focuses on key areas including poverty alleviation, democratic governance and peacebuilding, climate change and disaster risk, and economic inequality. UNDP provides support to governments to integrate the SDGs into their national development plans and policies.

Excellent explanation **4M**, Very good **3M**, Good **2M**, Fair **1M**, Irrelevant **0M**

Name of key theorist = 1 mark

Andre Gunder Frank

- (d) **What is your understanding of the ideology of socialism? Give an example of a socialist idea or policy.**

Definition of Socialism = 4 marks

Excellent explanation **4M**, Very good **3M**, Good **2M**, Fair **1M**, Irrelevant **0M**

Socialism:

A political and economic theory of social organisation which advocates that the means of production, distribution, and exchange should be owned or regulated by the community as a whole.

Example = 1 mark

Examples of socialism include organisations like worker co-ops, credit unions, public libraries, and public schools.

- (e) **What is meant by the term 'dependency theory'? Give an example.**

Definition of dependency theory = 4 marks

Excellent explanation **4M**, Very good **3M**, Good **2M**, Fair **1M**, Irrelevant **0M**

Dependency theory

Focused on individual nations, their roles as suppliers of raw materials, cheap labour, and markets for expensive manufactured goods from industrialised countries. The unequal exchange relationship between developed and developing countries was viewed as contributing to poor economic growth.

Example = 1 mark

One of the significant examples of dependency theory today is how African countries received huge loans from advanced countries starting in 1970. Many of the countries have tried to repay the loans, but there is still lots of interest that has been accrued.

- (f) **Detail two factors that contribute to migration.**

Two factors: 3+2 marks with brief explanations

3 Marks: Very good explanation **3M**, Good **2M**, Fair **1M**, Irrelevant **0M**

2 Marks: Good explanation **2M**, Fair **1M**, Irrelevant **0M**

Suggested

Demographic and economic migration is related to poor labour standards, high unemployment, and the overall health of a country's economy. Pull factors include higher wages, better employment opportunities, a higher standard of living, and educational opportunities.

- (g) **What is 'greenwashing'? Explain a strategy that could be employed to combat greenwashing.**

Definition = 3 marks: Very good explanation **3M**, Good **2M**, Fair **1M**, Irrelevant **0M**

Greenwashing

Greenwashing happens when a company makes an environmental claim about something the organisation is doing that is intended to promote a sense of environmental impact that does not exist. The green claim is typically about some form of positive effect on the environment.

Strategy = 2 marks

Good explanation **2M**, Fair explanation **1M**, Irrelevant explanation **0M**

Suggested strategies

The best way to prevent greenwashing in your business is to foster transparency, especially when it comes to the environmental benefits of your products or services. This means working on your emissions management, setting actionable goals, tracking your progress, and producing verifiable reports.

- (h) **Do you think the Citizens Assembly in Ireland is a valid method of giving voice to people's concerns, and of contributing positively to democracy? Explain your answer.**

Reward candidate opinion **5 marks** with an explanation. If no reference made specifically to the Citizens' Assembly, award a maximum of **3 marks**.

Explanation = 5 marks

Excellent explanation **5M**, Very good **4M**, Good **3M**, Fair **2M**, Weak **1M**, Irrelevant **0M**

Role of Citizens Assembly

Assemblies are made up of three groups of people: citizens, expert witnesses, and facilitators/organisers. The format allows for deliberation, open discussion, and focused questioning, which in turn enables an informed recommendation (or series of recommendations) to be made by citizens.

- (i) **Gender stereotypes can be harmful and detrimental to people becoming fully capable and happy human beings. Give an example of harmful gender stereotypes that you may have encountered. Name a key theorist who would agree with this point of view.**

Example = 4 marks

Excellent explanation **4M**, Very good **3M**, Good **2M**, Fair **1M**, Irrelevant **0M**

Examples of gender stereotypes

Girls should play with dolls, and boys should play with trucks. Boys should be taught to like blue and green; girls to like red and pink. Boys should not wear dresses or other clothes typically associated with girls. Girls are better at reading and boys are better at maths. Girls should be well behaved; boys are expected to act out. Girls and are not as interested as boys in STEM subjects and boys should engage in sports and refrain from more creative pursuits. Boys and men are expected to use violence and aggression to prove their manliness. A boy that does not use violence or aggression is an understandable target for bullying, and finally, that girls should be thin and beautiful to make them appealing to men.

Key theorist: Sylvia Walby/Kathleen Lynch/Martha Nussbaum = **1 mark**

- (j) **Study the infographic below and answer the questions that follow.**

- i. **Can you suggest a reason for the difference between rates of maternity and paternity benefit?** **2 marks**

There is an expectation that caring and raising children is more of a woman's role. This is perpetuated in public, and also in private patriarchal attitudes, both within the traditional family setting and in government/state policy.

- ii. **What does the difference between the sectors with the highest and lowest maternity and paternity rates tell you about attitudes to childbirth within those industries?** **1 mark**

Public patriarchy and the labour-intensive nature of those industries. The transient nature of employment in those industries is also a factor.

- iii. **Why do you think more than half (50.2%) of fathers chose to claim paternity leave?** **2 marks**

Men are less likely to take paternity leave because there is an idea that women/mothers are responsible for the care and raising of children. New fathers fear they might be stigmatised by their employers and miss out on future opportunities.

- (k) **What, in your opinion, has been the impact of government and supranational legislation on tackling climate change?**

Reward candidate opinion **5 marks** with explanation. Candidates should refer to existing climate strategies/agreements and whether they have been effective/ineffective. If no valid reference made award a maximum of **3 marks**.

Excellent explanation **5M**, Very good **4M**, Good **3M**, Fair **2M**, Weak **1M**, Irrelevant **0M**

Suggested areas of discussion

Kyoto/Paris climate accords, COP conferences, individual government policies/strategies. Reduction of US greenhouse gas emissions 50-52% below 2005 levels in 2030. Working towards the goal of 100% carbon pollution-free electricity by 2035, a net-zero emissions economy by 2050 and delivering 40% of the benefits from federal investments in climate and clean energy to disadvantaged communities.

- (l) **Detail two threats to food security that exist in the world today. Name a key theorist that you would associate with the debate around food security.**

Two threats to food security: **2 + 2 marks**

Suggestions

Threats to food stability include natural disasters, climate change, conflict, and economic factors such as volatile price fluctuations

Key theorist: Vandana Shiva/Seán McDonagh = **1 mark**

- (m) **Should the right to a home be law in the Irish Constitution? Give a reason to justify your answer.**

Reward candidate opinion **5 marks** with explanation. If no valid reason made, award a maximum of **3 marks**.

Excellent explanation **5M**, Very good **4M**, Good **3M**, Fair **2M**, Weak **1M**, Irrelevant **0M**

Suggestion

Without the right to housing, there is no duty on the Government to ensure all people have access to adequate housing. Access to adequate housing is the basis from which one can realise all their other rights.

- (n) **What is meant by the term 'othering' as used by the theorist Edward Said? Give an example to back up your answer.**

Definition of 'othering' = **3 marks**

Very good explanation **3M**, Good **2M**, Fair **1M**, Irrelevant **0M**

Definition

To view or treat (a person or group of people) as intrinsically different from and alien to oneself.

Example = 2 marks

'A critique of the ways in which the elderly are othered by society.'

- (0) **Name and explain two factors that have contributed to economic globalisation, and the rise of global trade.**

Two factors that have contributed to economic globalisation: **3 + 2 marks**

3 marks: Very good explanation **3M**, Good **2M**, Fair **1M**, Irrelevant **0M**

2 marks: Good explanation **2M**, Fair **1M**, Irrelevant **0M**

Suggestions

The growth in cross-border economic activity takes five principal forms:

1. International trade
2. Foreign direct investment
3. Capital market flows
4. Migration (movement of labour)
5. Diffusion of technology

SECTION B – Data-Based Questions – 150 marks

Total marks: 15m + 15m + 15m + 15m + 20m + 20m + 50m

Question 2

- (a) **What is the purpose of Document A, and organisations like Reporters Without Borders (rsf.org)? Use evidence from Document A to back up your answer.** 15 Marks

Candidates must paraphrase the purpose/outlook of the document, and the organisation that has produced it as detailed in Document A.

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

Suggestion

Reporters Without Borders (rsf.org) is an independent organisation that represents the freedom of the press. Candidates could highlight that this may make the document biased towards the media and not recognise the influential power that the media possesses. The purpose of the document is to highlight the dangers that undermine press freedom, and how press freedom has deteriorated over time.

Two pieces of evidence or detail from the document that illustrates the rationale or outlook of reporters without borders. 2 x 5 marks.

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

Candidates must use the document to back up their answer from above. They must have two detailed examples that refer to the question specifically. Examples they may use include the ranking of certain countries and reasons why the countries rank, the categories used to rank the countries; the dangers of fake news and AI; a comparison between 2013 and 2023 with graphs, and threats to journalists in carrying out their role.

- (b) **What elements of Document B do you feel are valid and enhance your understanding of Document A more effectively?** 15 Marks

Candidates must identify specific differences in Document B that do not exist in Document A.

5 marks

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

Suggestion

Candidates must state that the article (Document B) is a commentary on the findings as represented in Document A: that the role of the journalist is to comment and analyse the findings and to highlight these for the public.

Two points of comparison between the two documents that help the candidate better understand aspects of Document A = 2 x 5 marks

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

Suggestion

Candidates must explain **how** document B enhances their understanding of Document A. Some examples include use of sources; explanation of terms and insight by the journalist; commentary and debate that is not seen in document A.

- (c) **What are the major issues impacting press freedom as seen in the documents above? You must refer to both documents in your answer.** **15 Marks**

Candidates must identify clearly exactly what the issues are as presented in both documents, this is listing the issues that they identify and then explaining them below. **5 marks**

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

Suggestion

Issues that candidates may identify are threats to press freedom, violence towards journalists, the rise of authoritarian regimes and their control of the media, state control of the media, and the rise of technology and AI in relation to press freedom.

Explanation of the issues and the candidate's interpretation of why these are issues. **10 marks**

Very good answer w/links **8-10M**, Good answer w/some links **5-7M**, Fair answer w/no links **0-4M**

- (d) **What are the consequences of undermining press freedom according to both documents?** **15 Marks**

Candidates must give their interpretation of the consequences of the threats to press freedom as demonstrated by findings as identified in both documents. **5 marks**

Very good answer **4 – 5 M**, Good **2 – 3 M**, Fair **0 – 1 M**

Suggestion

Undermining press freedom can lead to state control of the media and less freedom of opinion or interpretation. Elimination of the role of the press to hold leaders, states and governments to account for their actions. Rise of disinformation and false information.

Explanation of these consequences and what impact they may have on press freedom.

Candidates must use information from the documents to back up their answer. **10 marks**

Very good answer w/links **8-10M**, Good answer w/some links **5-7M**, Fair answer w/no links **0-4M**

- (e) **Which document, A or B, do you feel most effectively communicates the threats to press freedom? Answer making specific reference to both documents.** **20 Marks**

Compare and contrast the use and presentation of data as it relates to press freedom in Document A and B. **20 marks**. Where no comparison/contrast takes place award a maximum of **14 marks**.

Candidates are free to argue effectiveness or not as long as they make detailed reference to the documents.

Very good answer: clear, accurate answer, insightful. **16 – 20M**

Good answer, relevant answer, lacking insight. **11 – 15M**

Fair answer, limited answer, lacking clarity. **6 – 10M**

Weak answer, contradictory or confused answer. **0 – 5M**

Points to consider (examples from documents must be used):

1. Which document does the candidate feel is most effective?
2. Presentation of data - visually and textually
3. Sources of information
4. Explanation of terms and information
5. Commentary on findings
6. Recommendations and analysis
7. Similarities and differences between the documents

- (f) **Which document gives a more favourable outlook for the future of press freedom? Answer referring to both documents.** **20 Marks**

Candidates must make a definite decision on which document they feel gives a more positive outlook on the future of press freedom. Where no comparison/contrast takes place, award a maximum of **14 marks**. Candidates are free to argue effectiveness or not as long as they make detailed reference to the documents.

Very good answer, clear, accurate answer, insightful. **16 - 20M**

Good answer, relevant answer, lacking insight. **11 - 15M**

Fair answer, limited answer, lacking clarity. **6 - 10M**

Weak answer, contradictory or confused answer. **0 - 5M**

Points to consider (examples from documents must be used):

Is there any positive outlook in either document?

Are there any recommendations or suggestions in the documents that aim to protect press freedom?

By identifying the threats and dangers to press freedom, candidates may highlight that this gives us the opportunity to tackle these threats.

- (g) **Examining both the image below and Documents A and B, address the following question:**

How important do you think press freedom is to the promotion and continued health of democracy? **50 Marks**

Candidates may agree or disagree with the statement.

The specific theme of the question is on press freedom and democracy. Candidates should illustrate clearly whether they agree or disagree with the statement by choosing an example(s) and highlighting some of the following:

- Threats to press freedom and their impact/consequences
- The importance of press freedom to democracy
- How press freedom and media could be protected
- Avoiding the dangers to press/media freedom

Candidates will need to back up their examples/pieces of information with detailed and relevant data/examples from their studies.

Four pieces of valid information = 4 x 10 marks

Very good **8 - 10M**, Good **5 - 7M**, Fair **2 - 4M**, Weak **0 - 1M**

Cohesion = 10 marks

Very good **8 - 10M**, Good **5 - 7M**, Fair **2 - 4M**, Weak **0 - 1M**

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 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.

SECTION C – Discursive Essays**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.

ORDINARY LEVEL

SECTION A – Short-Answer Questions – 100 marks

Question 1 – 100 marks 10 x 10 marks

- (a) Explain the difference between direct and indirect democracy.

Explanation = 10 Marks

Very good answer **9 – 10M**, Good **6 – 8M**, Fair **3 – 5M**, Weak **0 – 2M**

Suggestion

- In a direct democracy, the people directly participate in decision-making, typically by voting on laws and policies.
- In an indirect democracy, the people elect representatives to make decisions on their behalf.

- (b) Study the infographic below and answer the questions that follow:

- (i) What percentage of incidents were carried out by people acting alone? **2 marks**
58%

- (ii) According to this infographic, men are responsible for two-thirds of racist crimes and abuse, why do you think this is the case? **4 marks**
Men traditionally are more aggressive and exhibit more traditional racist values and stereotypes.

- (iii) Why do you think adults are more likely to be perpetrators of racist abuse and crimes than young people? **4 marks**
Young people are more educated in inclusivity and live in a more diverse and inclusive Ireland than older generations.

- (c) Outline the role of The Ombudsman for Children in Ireland.

Explanation = 10 Marks

Very good answer **9 – 10M**, Good **6 – 8M**, Fair **3 – 5M**, Weak **0 – 2M**

Explanation

The Ombudsman for Children's Office has two main roles: to deal with complaints made by or for children and young people about the actions of public organisations; and to promote the rights and welfare of children and young people under 18 living in Ireland.

- (d) Name the three branches of government in a democratic state.

Three branches of government **4 + 3 + 3 (10 marks)**

Answer: The Executive, the Legislative/Legislature, the Judiciary.

- (e) **Define the term 'discrimination'. Give an example of it operating in Irish society today.**

Definition of discrimination = 8 marks

Good answer **6 - 8 M**, Fair **3 - 5M**, Weak **0 - 2M**

Definition

The unjust or prejudicial treatment of different categories of people, especially on the grounds of ethnicity, age, sex, or disability.

Example from Irish Society = 2 marks

Abuse of refugees, racism, discrimination based on gender, sexuality, age, marital status, etc.

- (f) **Explain how your energy usage can contribute to climate change.**

Explanation = 10 Marks

Very good answer **9 - 10M**, Good **6 - 8M**, Fair **3 - 5M**, Weak **0 - 2M**

Explanation

When fossil fuels are burned, they release large amounts of carbon dioxide, a greenhouse gas, into the air. Greenhouse gases trap heat in our atmosphere, causing global warming. We rely on fossil fuels for the majority of our energy needs, such as electricity and transport.

- (g) **What do you understand to be the meaning of the term 'civil disobedience'? Give an example of civil disobedience.**

Definition of civil disobedience = 8 marks

Good answer **6 - 8 M**, Fair **3 - 5M**, Weak **0 - 2M**

Definition

Civil disobedience can be defined as refusing to obey a law, a regulation or a power judged unjust, in a peaceful manner. Civil disobedience is, therefore, a form of resistance without violence.

Example = 2 marks

Blockades, tree-sitting, boycotts, sit-ins, marches, peaceful public demonstrations, and deliberately disobeying a specific law perceived to be unjust.

- (h) **What does this image say about attitudes to refugees and/or migration?**

Explanation 10 marks

Very good answer **9 - 10M**, Good **6 - 8M**, Fair **3 - 5M**, Weak **0 - 2M**

Candidates must refer to the image. If no reference to the image is made, award a maximum of **7 marks**.

Suggested answer

This image demonstrates a negative attitude to refugees because it shows a soldier behind a physical barrier that is keeping refugees from entering an area/state. This demonstrates that refugees and migrants are not always welcome and intentionally kept out of countries/states.

- (i) **Name two non-governmental organisations (NGOs) in Ireland that deal specifically with the area of children's rights.**

Two NGOs = 5 + 5 marks

Suggestions

Children's Rights Alliance, National Youth Council of Ireland, UNICEF, etc.

- (j) **What is your understanding of left and right-wing attitudes as they apply to the political spectrum?**

Explanation = 10 marks

Very good answer **9 – 10M**, Good **6 – 8M**, Fair **3 – 5M**, Weak **0 – 2M**

Explanation

Generally, the left-wing is characterised by an emphasis on 'ideas such as freedom, equality, fraternity, rights, progress, reform and internationalism', while the right-wing is characterised by an emphasis on 'notions such as authority, hierarchy, order, duty, tradition, reaction and nationalism'.

- (k) **What is your opinion on how women are portrayed in the media? Give a reason for your opinion.**

Reward opinion with valid reason(s) and explanation = **10 marks**

Very good answer **9 – 10M**, Good **6 – 8M**, Fair **3 – 5M**, Weak **0 – 2M**

Suggestion

Women are frequently portrayed in media as weak and submissive, while men are portrayed as dominant and powerful. This is evident in movies, television shows, and in the media where women are often portrayed as victims of violence and men are depicted as aggressors.

- (l) **Why has there been a rise in 'far-right' and nationalist movements and opinions? Give an example.**

Reason with explanation = 8 marks

Good answer **6 - 8 M**, Fair **3 - 5M**, Weak **0 - 2M**

Suggestion

The rise in far-right politics can be seen as a response to a perceived erosion of national identity, attitude, and culture. Some people may feel like they are losing their national identities to internationalism and globalisation.

Example = 2 marks

Absolute government, anti-immigration, racism, gender discrimination, etc.

- (m) **Name a supranational organisation and give one advantage and one disadvantage of supranationalism.**

Name of organisation = 2 marks

The EU, UN, World Trade Organisation, NATO, etc.

Advantage = 4 marks

Citizens with a higher level of supranational identification exhibit greater support for democracy, greater political efficacy at the national and local level, and greater interest and participation in political affairs.

Disadvantage = 4 marks

Loss of sovereignty, independence, and national identity. Loss of national power in favour of even bigger government.

- (n) **Why is it important that people have access to free and open media? Give a reason for your answer.**

Explanation with reason = 10 marks

Very good answer **9 – 10M**, Good **6 – 8M**, Fair **3 – 5M**, Weak **0 – 2M**

Suggestion

Firstly, it ensures that citizens make responsible, informed choices rather than acting out of ignorance or misinformation. Secondly, information serves a 'checking function' by ensuring that elected representatives uphold their oaths of office and carry out the wishes of those who elected them.

- (o) **Study the below infographic and answer the questions that follow.**

- (i) **What is the difference between average hourly earnings in 2019 and 2020? 2 marks**
€1.33

- (ii) **Which region of Ireland had the highest per capita GDP? 3 marks**
The Greater Dublin Area

- (iii) **How can information like this help government determine policy and changes needed in Ireland? 5 marks**
Information like this can help governments to form a more clear and precise picture of circumstances and issues impacting people in terms of earnings. They can then adapt, amend, and make new laws to help improve people's lives.

- (p) **Name and explain two disadvantages of Ireland's membership of the EU.**

Two disadvantages = 5 + 5 marks

If no explanation is provided, award a maximum of **2 marks** each

Suggestion

1. Fewer borders = Increased danger
2. Local governments are powerless to act in some instances
3. Lack of transparency & money costs
4. The European Union favours bigger countries

(q) Give two pieces of information on the role of the President of Ireland.

Role of the President = 10 marks

Very good answer **9 – 10M**, Good **6 – 8M**, Fair **3 – 5M**, Weak **0 – 2M**

Some presidential responsibilities are:

- Appointing members of government, judges, and other officials.
- Summoning and dissolving the Dáil.
- Convening the Oireachtas.
- Representing the people.
- Signing bills and referring them to the Supreme Court.
- Acting as Supreme Commander of The Defence Forces.

(r) What does this image say about the 'banking concept' of education?

Explanation = 10 marks

Very good answer **9 – 10M**, Good **6 – 8M**, Fair **3 – 5M**, Weak **0 – 2M**

*Candidates must refer to the image. If no reference to the image is made, award a maximum of **6 marks**.

Suggestion

This image demonstrates that students/learners can sometimes just be seen as empty receptacles to be filled with information without fully understanding the information that is being 'poured' into them.

(s) Briefly explain Seán McDonagh's contribution to the climate debate.

Explanation = 10 marks

Very good answer **9 – 10M**, Good **6 – 8M**, Fair **3 – 5M**, Weak **0 – 2M**

Suggestion

Seán McDonagh has harnessed the institution of the Catholic church behind the climate activism. He has encouraged a more holistic approach to climate action by raising awareness and highlighting how large organisations have a role in convincing people to adapt to the climate emergency.

(t) How does this image contribute to the idea of gender stereotyping?

Explanation = 10 marks

Very good answer **9 – 10M**, Good **6 – 8M**, Fair **3 – 5M**, Weak **0 – 2M**

*Candidates must refer to the image. If no reference to the image is made, award a maximum of **6 marks**.

Suggestion

In this image, the dad is portrayed as being 'fun' for bringing home fast food for dinner whereas the 'mom' is portrayed as being 'lazy'. The perception is that the mother should have made a home cooked meal as this is one of her assigned gender roles and duties as the primary care giver.

SECTION B – Data-Based Questions – 150 marks**Question 2 – 50 Marks**

- (a) **According to Document A, what was the purpose of the study?** **10 Marks**

The student is required to give a full answer, referring to the document.

According to Dr Pretorius, "The purpose of the study was to get a better picture of what works for young people, so that services online can be enhanced."

- (b) **According to Document A, what percentage of respondents availed of 'official' mental health services as provided by HSE.ie?** **5 Marks**

The student is required to give a full answer, referring to the document.

The percentage of respondents who availed of mental health service as provided by HSE.ie was 10.4%.

- (c) **According to Document B, which social media platform has the most negative impact on the mental health of 14 to 24-year-olds?** **5 Marks**

The student is required to give a full answer, referring to either the text or the graphic.

The social media platform with the most negative impact on the mental health of 14 to 24-year-olds is Instagram, according to the findings, as seen in document B.

- (d) **According to Document B, what factors were taken into account when establishing the ranking of social media platforms?** **10 Marks**

The student is required to give a full answer, referring to the document.

To establish this ranking, 14 factors were considered such as anxiety, depression, loneliness, self-image, harassment, and the opportunity to express oneself.

- (e) **Based on your reading of both documents above, do you think social media has a more positive or negative impact on mental health of young people?** **20 Marks**

There must be clear evidence of comparison between the documents to show why the chosen document is more effective than the other.

Compare and contrast the sources of data in both Document A and B for 20 marks. Where no comparison or contrast has been considered, award a maximum of **14 marks**.

Reward both the candidate's opinion, and their use of documents, to back up their opinion.

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

Question 3 – 60 marks

(a) Comment on the source of data used in Document A.

10 Marks

Candidates should comment on how the data and findings detailed in Document A were sourced and compiled.

They should specifically refer to the use of surveys, the number of respondents and why these sources may and may not be reliable etc.

Very good answer	(clear, accurate, insightful)	9-10M
Good answer	(relevant, lacking insight)	6-8M
Fair answer	(limited, lacking clarity)	3-5M
Weak answer	(contradictory, confused)	0-2M

(b) Describe one strength and one weakness of surveys as a research method as used by both documents above.

10 Marks

One strength x 5 marks with an example from either document.

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

One weakness x 5 marks with an example from either document.

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

Recommendations**Strengths**

- Relatively easy to administer
- Can be developed in less time (compared to other data-collection methods)
- Cost-effective, but cost depends on survey mode
- Can be administered remotely via online, mobile devices, mail, email, kiosk, or telephone.
- Conducted remotely can reduce or prevent geographical dependence
- Capable of collecting data from a large number of respondents
- Numerous questions can be asked about a subject, giving extensive flexibility in data analysis
- With survey software, advanced statistical techniques can be utilized to analyse survey data to determine validity, reliability, and statistical significance, including the ability to analyse multiple variables
- A broad range of data can be collected (e.g., attitudes, opinions, beliefs, values, behavior, factual).

Weaknesses

- Respondents may not feel encouraged to provide accurate, honest answers.
- Respondents may not feel comfortable providing answers that present themselves in a unfavorable manner.
- Respondents may not be fully aware of their reasons for any given answer because of lack of memory on the subject, or even boredom.
- Surveys with closed-ended questions may have a lower validity rate than other question types.
- Data errors due to question non-responses may exist. The number of respondents who choose to respond to a survey question may be different from those who choose not to respond, thus creating bias.
- Survey question answer options could lead to unclear data because certain answer options may be interpreted differently by respondents. For example, the answer option "somewhat agree" may represent different things to different subjects, and have its own meaning to each individual respondent. 'Yes' or 'no' answer options can also be problematic. Respondents may answer "no" if the option "only once" is not available.

- (c) **Do you think the presentation of visual data in Document B helps you to understand the findings better? Give a reason for your answer, referring to the document.** **10 Marks**

Candidates should be rewarded for their opinion.

Candidates should refer to how the graph helps or hinders their understanding of the document, and to explain why using a specific example.

Very good answer	(clear, accurate, insightful)	9-10M
Good answer	(relevant, lacking insight)	6-8M
Fair answer	(limited, lacking clarity)	3-5M
Weak answer	(contradictory, confused)	0-2M

- (d) **Which document do you think is a more reliable source of information? Give a reason for your answer, referring to both documents.** **20 Marks**

- Candidates are expected to make a clear distinction between the documents as to which one is more reliable.
- There must be clear comparison between the documents, with at least three points of comparison.
- Candidates are free to argue reliability or not, as long as they make detailed reference to the documents.

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

Points to consider:

- Authorship
- Source of information
- Presentation of information
- Evidence of bias
- Effectiveness of communication in presenting evidence
- Ease of accessibility of document and findings.

- (e) **Choose one key piece of data from Document A and describe how it links to the information presented in Document B.** **10 Marks**

Candidates are expected to show a clear link between the documents.

One piece of data/information must correspond with a piece of evidence or findings in both documents.

Very good answer	(clear, accurate, insightful)	9-10M
Good answer	(relevant, lacking insight)	6-8M
Fair answer	(limited, lacking clarity)	3-5M
Weak answer	(contradictory, confused)	0-2M

Question 4 – 40 marks

- (a) **Outline an alternative method of research or information gathering that you could conduct to add to the findings of both documents above.** **10 Marks**

Candidates must identify a *method* of information gathering that could add to or enhance the information seen in either Document A or B.

They must describe the methodology clearly and how it would add to the document(s).

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

There must be a definite and clear explanation about how, practically, they would go about *gathering* the information, for instance, how a survey would be undertaken, interviews, etc.

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

- (b) **Would the findings in the documents above change your attitude to and use of social media? Give specific reasons and explain your answer.** **10 Marks**

Candidates should be rewarded for their opinion.

Candidates must refer to either or both documents to back up their answer.

Very good answer	(clear, accurate, insightful)	9-10M
Good answer	(relevant, lacking insight)	6-8M
Fair answer	(limited, lacking clarity)	3-5M
Weak answer	(contradictory, confused)	0-2M

- (c) **Which social media platform would you have chosen as having the most negative impact on mental health as detailed in Document B? Give one reason for your choice.** **10 Marks**

Candidates should be rewarded for freedom of choice.

Candidates must have a specific and detailed explanation for their choice.

Very good answer	(clear, accurate, insightful)	9-10M
Good answer	(relevant, lacking insight)	6-8M
Fair answer	(limited, lacking clarity)	3-5M
Weak answer	(contradictory, confused)	0-2M

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- (d) **What potential positives can social media platforms and the use of technology have for the mental health of young people?** **10 marks**

Candidates should be rewarded for their opinion.

Candidates must refer to either/both documents to back up their answer. They may also be rewarded for demonstrating evidence of learning from their course but this is not an expectation.

Very good answer	(clear, accurate, insightful)	9-10M
Good answer	(relevant, lacking insight)	6-8M
Fair answer	(limited, lacking clarity)	3-5M
Weak answer	(contradictory, confused)	0-2M

SECTION C: DISCURSIVE ESSAY - 15 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>



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