



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2018

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 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, of views and opinions, coherence, focus, context and clarity of the response.

SECTION A

Question 1

100 marks

15 x 5 marks, with 3 additional marks awarded to each of the first 5 items to which the highest mark was awarded, and 2 marks will be awarded to each of the second 5 items to which the highest mark was awarded, equating to $[(5 \times 8) + (5 \times 7) + (5 \times 5)]$.

(a) Two groups who are under-represented

5 marks

First name	2M
Explanation	1M
Irrelevant	0M
Second name	1M
Explanation	1M
Irrelevant	0M

(b) (i) The **European** Court of **Human Rights** is responsible for ensuring the implementation of the European Convention on Human Rights (ECHR). **1 mark + 1 mark**

(b) (ii) Why take a case to the ECHR?

3 marks

One valid reason / example of a case / violation of a human right

Very good description	3M
Good description	2M
Fair description	1M
Irrelevant description	0M

(c) Role of the Ombudsman for Children

5 marks

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

(d) (i) Two human rights organisation

1 mark + 1 mark

First name	1M
Second name	1M

(d) (ii) Description of human rights organisation

3 marks

Very good description	3M
Good description	2M
Fair description	1M
Irrelevant description	0M

(e) (i) Top two non-Irish nationalities

1 mark

Both non-Irish nationalities must be named 1M

(e) (ii) One strength and one limitation of census data

2 marks + 2 marks

Good description	2M
Fair description	1M
Irrelevant description	0M

(f) Which European body represents citizens through MEPs?

5 marks

European Parliament	5M
Two answers ticked	0M

(g) Explain civil disobedience

3 marks

Very good explanation	3M
Good explanation	2M
Fair explanation	1M
Irrelevant description	0M

Example

2 marks

Good description	2M
Fair description	1M
Irrelevant description	0M

(h) Three impacts of climate change

2marks + 2marks + 1 mark

Good description	2M		
Fair description	1M	Fair description	1M
Irrelevant description	0M	Irrelevant description	0M

(i) Patriarchy

3 marks

Very good explanation	3M
Good explanation	2M
Fair explanation	1M
Irrelevant description	0M

Example

2 marks

Good description	2M
Fair description	1M
Irrelevant description	0M

(j) Genocide

3 marks

Very good explanation	3M
Good explanation	2M
Fair explanation	1M
Irrelevant description	0M

Example

2 marks

Good description	2M
Fair description	1M
Irrelevant description	0M

(k) Role of civil society bodies or groups

3 marks

Very good description	3M
Good description	2M
Fair description	1M
Irrelevant description	0M

Name

2 marks

(l) Two functions of the UN Declaration on the Right to Development

3 marks + 2 marks

Very good description	3M		
Good description	2M	Good description	2M
Fair description	1M	Fair description	1M
Irrelevant description	0M	Irrelevant description	0M

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

(m) Two reasons for the social responsibility of the media

3 marks + 2 marks

Very good description	3M		
Good description	2M	Good description	2M
Fair description	1M	Fair description	1M
Irrelevant description	0M	Irrelevant description	0M

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

(n) Explanation of a 'limited' right

3 marks

Very good description	3M
Good description	2M
Fair description	1M
Irrelevant description	0M

Example

2 marks

Good description	2M
Fair description	1M
Irrelevant description	0M

(o) (i) Quantitative data

1 mark

(o) (ii) Two reasons for why TV journalists have the highest no. of deaths

2 marks + 2 marks

Good description	2M
Fair description	1M
Irrelevant description	0M

SECTION B

Question 2

50 marks

(a) Two most common reasons for homelessness

10 marks

Any two of the following:

- Property being withdrawn from the private rented sector
- Landlord selling the house
- Landlord moving in / giving the property to a family member
- Rent too high
- Non-renewal of lease

Two reasons: 5 marks (x 2)

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

(b) Why do Focus Ireland carry out this survey every three months?

5 marks

In order to capture trends and patterns which may emerge which will build our understanding of what is driving family homeless over time.

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

(c) What percentage were in the 18 – 30 years age bracket

5 marks

Answer: 24%

(d) Why does this only tell part of the picture?

5 marks

Document B only tells half the picture because sleeping rough is a dynamic ever-changing situation whereby people can either spend long periods sleeping rough or do so on an occasional basis.

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

(e) Identify and describe two key differences between Doc A and Doc B

10 marks

Doc A focuses on the reasons for people becoming homeless
Doc A deals primarily with families

Doc B focuses on the people sleeping rough in Dublin
These are generally individuals

Two differences: 5 marks (x 2)

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

(f) Is there a homeless crisis in Ireland?

15 marks

Very good description	12 - 15M
Good description	8 - 11M
Fair description	3 - 7M
Weak description	0 - 2M

Question 3

40 marks

(a) Two key pieces of information

8 marks

Two pieces of information: 4 marks (x 2)

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

- Capture where people lived before becoming homeless
- Key factors which impacted on their loss of housing

(b) Two strengths and two limitations

16 marks

Two strengths: 4 marks (x 2)

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

- direct conversation with the families who are homeless
- conversation happening close to the event so the memory is recent

Two weaknesses: 4 marks (x 2)

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

- not face to face so don't know if people are telling the truth
 - people could be very emotional
 - small sample
 - potential for bias
-

(c) Two challenges from the methodology

8 marks

First challenge:

Second challenge:

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

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

- finding people (how do they know they got everyone sleeping rough?)
- potentially inaccurate search considering the geography and number of people involved
- dearth of information from the rough sleepers
- how do we know the same person hasn't been counted more than once?

(d) What is the purpose of the DRHE research?

4 marks

The purpose of the research in Document B is to confirm the minimum number of people sleeping rough on the night in question in the Dublin region and assists in planning for services.

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

(e) The value of reporting research findings in the media

4 marks

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

- Increased public awareness
- Puts pressure on the government to tackle the causes of homelessness through policies and services
- Helps to improve existing services
- If it is not regularly reported on then as an issue it will get forgotten and the general public will not be aware of how serious the problem is really.

Question 4**60 marks****(a) Homelessness and children's rights****30 marks**

Two pieces of information: 10 marks (x 2)	Very good	8 - 10M
	Good	5 - 7M
	Fair	2 - 4M
	Weak	0 - 1M

Cohesion: 10 marks	Very good response	8 - 10M
	Good response	5 - 7M
	Fair response	2 - 4M
	Weak response	0 - 1M

(b) Broken social contract**30 marks**

Two pieces of information: 10 marks (x 2)	Very good	8 - 10M
	Good	5 - 7M
	Fair	2 - 4M
	Weak	0 - 1M

Cohesion: 10 marks	Very good response	8 - 10M
	Good response	5 - 7M
	Fair response	2 - 4M
	Weak response	0 - 1M

Section C**Marking the discursive essay:**

1. Read the entire essay without assigning 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) 10 marks	Directly addresses and contextualises the issue. 9 - 10	Issue is reasonably addressed with limited contextualisation. 7 - 8	Issue is vaguely addressed with no contextualisation. 4 - 6	Issue is vaguely or completely misunderstood. 0 - 3
Knowledge (K) 10 marks	A very good logical essay based on a comprehensive knowledge and understanding of the issue. No significant omissions or errors. 9 - 10	A reasonable essay based on a basic knowledge but limited understanding of the issue. Contains minor omissions and errors. 7 - 8	A confused essay based on a vague understanding of the issue. Contains major omissions and errors. 4 - 6	A weak essay showing little or no knowledge of the issue. Information may be incorrect or contradictory. 0 - 3
Evidence (E) 10 marks	Identifies and interrogates a broad range of relevant, authoritative and credible evidence. 9 - 10	Identifies and interrogates a good range of evidence with an over reliance on unsubstantiated data. 7 - 8	Evidence presented is limited, simplistic or confused, only vaguely relevant to the topic. 4 - 6	Little or no evidence presented, evidence is not relevant to the issue. 0 - 3
Analysis & Synthesis (A) 5 marks	A very good argument based on a critical and perceptive analysis of the evidence. 5	A good argument based on a basic analysis of the evidence. 4	Argument is flawed with limited evidence of analysis and evaluation. Superficial analysis with significant inaccuracies. 3	Argument is poorly constructed confused or illogical. Analysis is poor. 0 - 2
Evaluation (V) 5 marks	Very good integration of comparative / alternative perspectives and viewpoints. Draws very good independent conclusions & clearly justifies own position. 5	Good integration of comparative / alternative viewpoints in to the argument. Draws independent conclusions & clearly justifies own position. 4	Limited comparative / alternative perspectives and viewpoints. Limited independent conclusions & justification of own position. 3	No comparative perspectives and viewpoints. No independent conclusions or justification of own position. 0 - 2
Cohesion (C) 10 marks	Organisation and management of views and opinion is very good. Very good focus and clarity throughout. Very good construction. 9 - 10	Organisation and management of ideas is basic. Reasonable construction. 7 - 8	Organisation and management of ideas is limited and confused. Poor construction. 4 - 6	Essay lacks structure, organisation, coherence, focus, context and clarity. 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>

CITIZENSHIP PROJECT REPORT

Rationale and research

- Explain how learning from the course affected the topic and course of action chosen. Justify the action chosen in light of the ideas studied in the course and available alternative actions.
- 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.
- Give sources of information that were used in deciding on your project and those which informed the work, 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 and impact of the project.

Reflections on knowledge gained and skills developed

- Summarize key knowledge gained.
- Identify the skills that you developed, including judgement and decision-making skills, through engagement in the citizenship project, with particular reference to working with others and being personally effective. Be specific about how your work on the project developed those skills.
- Briefly explain the role that reflection, feedback from others, and learning from the course played in helping you to carry out the project.

SECTION A

Rational

15 marks

Must include:

- How learning from the course impacted on the course of action take
- Justification of the action taken
- Aims of the citizenship project (group / individual)
- An action plan setting out the means chosen to achieve those aims

Very Good	12 - 15M
Good	8 - 11M
Fair	4 - 7M
Weak	1 - 3M

Research

20 marks

Must include:

- Summary of the research
- Research findings
- Sources of information and references / bibliography (Check p.10 for references & bibliography)

Very Good	16 - 20M
Good	11 - 15M
Fair	6 - 10M
Weak	1 - 5M

SECTION B

Summary of the actions undertaken (We / I)

15 marks

Very Good	12 - 15M
Good	8 - 11M
Fair	4 - 7M
Weak	1 - 3M

Critical analysis of the action plan

15 marks

Very Good	12 - 15M
Good	8 - 11M
Fair	4 - 7M
Weak	1 - 3M

Outcomes and impact of the project

15 marks

Very Good	12 - 15M
Good	8 - 11M
Fair	4 - 7M
Weak	1 - 3M

SECTION C

Summary of key knowledge

4 marks

Very Good	4M
Good	3M
Fair	2M
Weak	1M

Skills

4 marks

Very Good	4M
Good	3M
Fair	2M
Weak	1M

Role of reflection and feedback and learning from the course

12 marks

Very Good	10 - 12M
Good	7 - 9M
Fair	4 - 6M
Weak	1 - 3M

