



**Coimisiún na Scrúduithe Stáit**  
**State Examinations Commission**

**Leaving Certificate 2019**

**Marking Scheme**

**Politics and Society**

**Ordinary Level**

## **Note to teachers and students on the use of published marking schemes**

Marking schemes published by the State Examinations Commission are not intended to be standalone documents. They are an essential resource for examiners who receive training in the correct interpretation and application of the scheme. This training involves, among other things, marking samples of student work and discussing the marks awarded, so as to clarify the correct application of the scheme. The work of examiners is subsequently monitored by Advising Examiners to ensure consistent and accurate application of the marking scheme. This process is overseen by the Chief Examiner, usually assisted by a Chief Advising Examiner. The Chief Examiner is the final authority regarding whether or not the marking scheme has been correctly applied to any piece of candidate work.

Marking schemes are working documents. While a draft marking scheme is prepared in advance of the examination, the scheme is not finalised until examiners have applied it to candidates' work and the feedback from all examiners has been collated and considered in light of the full range of responses of candidates, the overall level of difficulty of the examination and the need to maintain consistency in standards from year to year. This published document contains the finalised scheme, as it was applied to all candidates' work.

In the case of marking schemes that include model solutions or answers, it should be noted that these are not intended to be exhaustive. Variations and alternatives may also be acceptable. Examiners must consider all answers on their merits, and will have consulted with their Advising Examiners when in doubt.

## **Future Marking Schemes**

Assumptions about future marking schemes on the basis of past schemes should be avoided. While the underlying assessment principles remain the same, the details of the marking of a particular type of question may change in the context of the contribution of that question to the overall examination in a given year. The Chief Examiner in any given year has the responsibility to determine how best to ensure the fair and accurate assessment of candidates' work and to ensure consistency in the standard of the assessment from year to year. Accordingly, aspects of the structure, detail and application of the marking scheme for a particular examination are subject to change from one year to the next without notice.

In considering this marking scheme, the following should be noted:

- The detail required in any answer is determined by the context and the manner in which the question is asked and by the number of marks assigned to the response in the examination paper.
- Words, expressions or phrases must be correctly used in context and not contradicted, and where there is evidence of incorrect use or contradiction, the marks may not be awarded.
- As a general rule, if in doubt about the validity of any response, examiners must consult their advising examiner before awarding marks.
- The suggestions, examples etc. in the scheme are not exhaustive and alternative valid responses etc. are acceptable.

The procedure for marking consists of:

- Careful reading and analysis of all the responses
- Allocation of marks to the components according to the agreed scheme.

### **ANNOTATIONS USED FOR ONLINE MARKING**



indicates the point at which marks were awarded



indicates that the section has been seen and read by the Examiner

## SECTION A – 100 Marks

### Question 1

There are 20 questions of which candidates must answer 15

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

#### (a) Accurate answer 5 marks

- The Ceann Comhairle is the chairperson of Dáil Éireann
- The Ceann Comhairle cannot actively engage in politics,
- He or she is automatically re-elected in the subsequent general election
- The Ceann Comhairle has the casting vote in the Dáil

#### (b) Two valid points 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 point is awarded 2M or less, mark the second description out of 3M

#### (c) Valid explanation 5 marks

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

#### (d) Two valid actions 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 point is awarded 2M or less, mark the second description out of 3M

**(e) 2 Government Departments accurately named (as of June 2019)**

**1 + 1 marks**

- Department of Agriculture, Food and the Marine
- Department of Business, Enterprise and Innovation
- Department of Children and Youth Affairs
- Department of Communications, Climate Action and Environment
- Department of Culture, Heritage and the Gaeltacht
- Department of Defence
- Department of Education and Skills
- Department of Employment Affairs and Social Protection
- Department of Finance
- Department of Health
- Department of Justice and Equality
- Department of Public Expenditure and Reform
- Department of Rural and Community Development
- Department of Transport, Tourism and Sport
- Department of the Taoiseach

**Work of one department accurately described**

**3 marks**

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

**(f) One supranational body named**

**2 marks**

**Valid explanation of the role**

**3 marks**

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

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

**(g) Two valid points**

**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 point is awarded 2M or less, mark the second description out of 3M

**(h) Valid description** **5 marks**

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

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**(i) Two valid reasons** **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 point is awarded 2M or less, mark the second description out of 3M

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**(j) Valid explanation** **3 marks**

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

**Valid example** **2 marks**

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**(k) Two valid reasons** **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 point is awarded 2M or less, mark the second description out of 3M

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**(l) Two valid pieces of information** **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 point is awarded 2M or less, mark the second description out of 3M

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**(m) Valid explanation** **5 marks**

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

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**(n) Valid description** **5 marks**

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

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**(o) Three valid reasons** **2 marks + 2 marks + 1 mark**

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

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**(p) Two valid descriptions** **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 point is awarded 2M or less, mark the second description out of 3M

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**(q) Description of one valid example** **5 marks**

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

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**(r) One valid conclusion** **3 marks**

**One advantage & one disadvantage** **1 + 1 mark**

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**(s) One valid point**

**5 marks**

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

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**(t) Two valid pieces of information**

**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 point is awarded 2M or less, mark the second description out of 3M

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**(u) Quantitative**

**1 mark**

**Difference**

**2 marks**

**Advantage**

**1 mark**

**Disadvantage**

**1 mark**

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**SECTION B – 150 marks**

**Question 2**

**40 marks**

**(a) Top two refugee-hosting countries**

**3 marks + 2 marks**

Turkey  
Uganda

Award 3 marks to the first correct answer

**(b) How the UNHCR gathers statistical data**

**5 marks**

The UNHCR employ full-time statisticians

**(c) How long did the family live in one room?**

**5 marks**

A year and a half

**(d) Two reasons**

**5 marks + 5 marks**

Houses are too expensive  
Parents can't afford the rent  
Parents can't work there

**(e) Five human rights**

**5 x 1 mark**

**Two valid descriptions**

**5 marks + 5 marks**

**Question 3**

**50 marks**

**(a) Valid reason**

**5 marks**

**(b) Valid description**

**5 marks**

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

**(c) 2 key pieces of information**

**5 marks + 5 marks**

**Valid description**

**5 marks**

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

**(d) Two valid reasons**

**5 marks + 5 marks**

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

**(e) Two advantages**

**5 marks + 5 marks**

**One disadvantage**

**5 marks**

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

**Question 4****60 marks****(a) Explanation of the statement with reference to Document B****20 marks**

Very good description	16 - 20M
Good description	11 - 14M
Fair description	6 - 10M
Weak description	0 - 5M

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**(b) Valid comment on the pledge about achieving equality in the world today****20 marks**

Very good description	16 - 20M
Good description	11 - 14M
Fair description	6 - 10M
Weak description	0 - 5M

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**(c) Citizenship project responding to the needs of refugee populations****20 marks****Action****5 marks**

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

**Rationale****5 marks**

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

**Description****5 marks**

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

**Aims****5 marks**

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

## Section C – 150 marks

### Marking the discursive essay:

1. Read the entire essay without allocating any marks.
2. Mark the essay using the marking criteria and total the marks.
3. Review total mark awarded using the grade band descriptors.
4. To finalise the total mark review again using the criteria.

## DISCURSIVE ESSAY

	<b>Very good</b>	<b>Good</b>	<b>Fair</b>	<b>Weak</b>
<b>Introduction (I)</b>	Directly addresses and contextualises the issue.	Issue is reasonably addressed with limited contextualisation.	Issue is vaguely addressed with no contextualisation.	Issue is vaguely or completely misunderstood.
<b>10 marks</b>	<b>9 - 10</b>	<b>7 - 8</b>	<b>4 - 6</b>	<b>0 - 3</b>
<b>Knowledge (K)</b>	A very good logical essay based on a comprehensive knowledge and understanding of the issue. No significant omissions or errors.	A reasonable essay based on a basic knowledge but limited understanding of the issue. Contains minor omissions and errors.	A confused essay based on a vague understanding of the issue. Contains major omissions and errors.	A weak essay showing little or no knowledge of the issue. Information may be incorrect or contradictory.
<b>10 marks</b>	<b>9 - 10</b>	<b>7 - 8</b>	<b>4 - 6</b>	<b>0 - 3</b>
<b>Evidence (E)</b>	Identifies and interrogates a broad range of relevant, authoritative and credible evidence.	Identifies and interrogates a good range of evidence with an over reliance on unsubstantiated data.	Evidence presented is limited, simplistic or confused, only vaguely relevant to the topic.	Little or no evidence presented, evidence is not relevant to the issue.
<b>10 marks</b>	<b>9 - 10</b>	<b>7 - 8</b>	<b>4 - 6</b>	<b>0 - 3</b>
<b>Analysis &amp; Synthesis (A)</b>	A very good argument based on a critical and perceptive analysis of the evidence.	A good argument based on a basic analysis of the evidence.	Argument is flawed with limited evidence of analysis and evaluation. Superficial analysis with significant inaccuracies.	Argument is poorly constructed confused or illogical. Analysis is poor.
<b>5 marks</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>0 - 2</b>
<b>Evaluation (V)</b>	Very good integration of comparative / alternative perspectives and viewpoints. Draws very good independent conclusions & clearly justifies own position.	Good integration of comparative / alternative viewpoints in to the argument. Draws independent conclusions & clearly justifies own position.	Limited comparative / alternative perspectives and viewpoints. Limited independent conclusions & justification of own position.	No comparative perspectives and viewpoints. No independent conclusions or justification of own position.
<b>5 marks</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>0 - 2</b>
<b>Cohesion (C)</b>	Organisation and management of views and opinion is very good. Very good focus and clarity throughout. Very good construction.	Organisation and management of ideas is basic. Reasonable construction.	Organisation and management of ideas is limited and confused. Poor construction.	Essay lacks structure, organisation, coherence, focus, context and clarity.
<b>10 marks</b>	<b>9 - 10</b>	<b>7 - 8</b>	<b>4 - 6</b>	<b>0 - 3</b>

## ESSAY GRADE BANDS

<b>O1 45 - 50 Marks</b>	<b>O2 44 - 40 Marks</b>	<b>O3 35 - 39 Marks</b>	<b>O4 30 - 34 Marks</b>	<b>O5 25 - 29 Marks</b>	<b>O6 20 - 24 Marks</b>	<b>O7 15 - 19 Marks</b>	<b>O8 0 - 14 Marks</b>
<p>Response is coherent; well-structured and supported by relevant, accurate and varied evidence using comparative evidence.</p> <p>A thorough grasp of the requirements of the task is obvious as is understanding and independent thinking.</p> <p>Engagement with the topic is in-depth.</p> <p>Judgements and conclusions offered are comprehensively justified.</p> <p>This answer exhibits detailed knowledge, evidence of critical engagement, deep insight, sharp focus, accomplished argument and is supported by a range of evidence and sources.</p>	<p>Response focuses clearly on the question posed.</p> <p>Arguments are very well structured and unified supported by relevant, accurate and varied evidence.</p> <p>Points are very well organised and there is a coherent argument present using comparative viewpoints.</p> <p>There is very good engagement with the topic.</p> <p>Independent judgements and conclusions offered have very reasonable justification.</p>	<p>Response focuses clearly on the question posed.</p> <p>The demands of the question are well understood.</p> <p>Points tend to be well supported by accurate and relevant evidence.</p> <p>Points are well organised and there is a coherent argument present.</p> <p>There is evidence of engagement with the topic and judgements and conclusions offered have reasonable justification.</p>	<p>Response shows some understanding of the demands of the question.</p> <p>Points made are relevant and are supported by some valid references and illustration.</p> <p>There may be a sense however, that some points are left to stand alone and are not fully integrated into a unified argument.</p> <p>There are some judgements and independent conclusions offered with limited justification.</p>	<p>Response shows that the question has been understood.</p> <p>Knowledge of the issue is limited and answers make tentative points and use limited evidence that is valid and appropriate.</p> <p>However, these points are limited and evidence is not developed into a forceful, unified argument.</p> <p>There is limited engagement with the topic resulting in answers which lack an integrated independent conclusion.</p>	<p>Response shows that the question is understood – at least partially.</p> <p>Response lacks clear focus and tends to wander from the point or from point to point.</p> <p>Summary and repetition often takes the place of discussion.</p> <p>Knowledge of the issue is very limited with very little evidence to support the points being made.</p> <p>There is very limited engagement with the topic.</p> <p>Judgements and conclusions offered are vague or personal with very limited justification.</p> <p>Re-reading may be necessary to discover meaning.</p>	<p>Response shows that the questions will have been partially understood and the response is poorly focused.</p> <p>Response shows a few valid points may be stated but not purposely linked to make an argument and there is no evidence to support any of the points made.</p> <p>There is no evidence of engagement with the topic.</p> <p>The candidate has not formed a judgement, drawn independent conclusions or offered justification for their own opinion or position.</p>	<p>Response shows that the question will be very poorly understood or completely misunderstood.</p> <p>A very poor answer which, at best, offers only fragmented pieces of information with little or no relevant points.</p> <p>No relevant arguments offered or evidence to support any claims made.</p> <p>Response is very poor and lacks focus and the reader is confused.</p> <p>Some points might be totally inaccurate or irrelevant to the question.</p>

## CITIZENSHIP PROJECT REPORT

### Rationale and research

- Explain the rationale for the action you have chosen to carry out.
- Give a clear account of the aims of the citizenship project, the means chosen to achieve those aims and the action plan. In the case of a group project, identify both the group's aims for the project and the aims that you had as an individual in order to fulfil your role.
- Provide a summary of research undertaken including the key research findings (data) which informed the action. Comment on the sources of information used to inform the action such as web-based materials, literature, interviews, and other sources.
- Make sure you include full references in the *References and Bibliography* section at the end of the report.

### Execution of citizenship project

- Provide a summary of the actions undertaken in carrying out the project. In the case of a group project, distinguish clearly between group actions and your individual actions by using "we" or "I" as appropriate.
- Critically analyse the various elements of the action plan, including as appropriate any challenges encountered and how these challenges were dealt with.
- Describe the outcomes of the project.

### Reflections on knowledge gained and skills developed

- Critically reflect on the personal insights and knowledge you have gained about this issue since undertaking the project.
- Identify and describe the skills you developed through your work on this project with particular reference to working with others and being personally effective.
- Briefly explain the role that reflection, feedback from others, and learning from the course played in helping you to carry out the project.

## CITIZENSHIP PROJECT – SECTION A

**Rationale and Research**

**35 marks**

**Explanation for the rationale**

Very Good	6 - 7M	<b>7 marks</b>
Good	3 - 5M	
Fair	0 - 2M	

**Aims of the project with an action plan setting out the means chosen to achieve those aims**

Very Good	9 - 12M	<b>12 marks</b>
Good	5 - 8M	
Fair	0 - 4M	

**Summary of the findings and sources**

Very Good	9 - 12M	<b>12 marks</b>
Good	5 - 8M	
Fair	0 - 4M	

**References and Bibliography - Check p.10**

**4 marks**



## CITIZENSHIP PROJECT - SECTION B

**Execution of citizenship project**

**45 marks**

**Summary of the actions undertaken (We / I)**

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

**Critical analysis of the action plan**

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

**Outcomes**

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

## CITIZENSHIP PROJECT - SECTION C

### Knowledge and insights of the issue

Very Good	5 - 6M	<b>6 marks</b>
Good	3 - 4M	
Fair	0 - 2M	

### Skills

Very Good	5 - 6M	<b>6 marks</b>
Good	3 - 4M	
Fair	0 - 2M	

### Reflection

Very Good	4M	<b>4 marks</b>
Good	3M	
Fair	0 - 2M	

### Feedback and learning

Very Good	4M	<b>4 marks</b>
Good	3M	
Fair	0 - 2M	

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