



**Coimisiún na Scrúduithe Stáit**  
State Examinations Commission

**Leaving Certificate 2025**

**Marking Scheme**

**Politics and Society**

**Ordinary Level**

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

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

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

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

## **Future Marking Schemes**

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

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

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

The procedure for marking consists of:

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

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



INDICATES THE POINT AT WHICH MARKS WERE AWARDED



INFORMATION NOT VALID / INDICATES THAT THE SECTION HAS BEEN SEEN AND READ BY THE EXAMINER



PAGE SEEN BY THE EXAMINER

## SECTION A – 100 MARKS

### Question 1

There are 20 questions of which candidates must answer 10

10 x 10 marks

- (a) In the year 2024 nearly half of the world's population voted in various elections. Give two reasons why it is important to vote. (2 x 5) 10 marks

Responses may make reference to:

- To ensure your voice is heard
- To ensure broad representation of society
- So that policy makers understand the will of the people
- If you don't vote other people get to choose who represents you
- To have an impact on our future

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

- (b) Describe an example of a school policy that you have examined that addresses the idea of safety.

10 marks

Responses may make reference to:

- Cineáltas
- Anti-bullying
- Internet Acceptable Use Policy
- Any relevant example

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

**(c) In 2024 the Irish government introduced the Deposit Return Scheme for plastic bottles and aluminium or steel cans. Is this a good example of an action to achieve sustainable development? Explain your answer.** **10 marks**

Responses may make reference to:

- Encouraging recycling/ Raising awareness
- Reducing litter
- Any relevant example

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

**(d)**

**(i) What conclusion can you draw from the data above about poverty?** **4 marks**

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

**(ii) Identify one difference between the data from 2022 and 2023.**

**3 marks**

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

**(iii) How might this data help the Irish government?**

**3 marks**

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

**(e) Identify one children's right. Describe how it is not being fulfilled in Ireland.** **10 marks**

**Identify a relevant right: 2M**

Responses may make reference to:

- Any right from the UNCRC
- Any relevant example

Very good description	6 - 8M
Good description	3 - 5M
Fair description	0 - 2M

- (f) The Gender Pay Gap Information Act was signed into Irish law in 2021. Under the Act, employers are required to publish information on their gender pay gap. Why is it important that this information is gathered and published?**

**10 marks**

Responses may make reference to:

- Patriarchy
- Awareness raising
- Accountability
- Transparency

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

- (g) Give one example of how social class impacts a person's life.**

**10 marks**

Responses may make reference to:

- Social capital
- Education
- Opportunities

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

- (h) Explain the role of the government in a democratic society.**

**10 marks**

Responses may make reference to:

- Running the country
- A description of a relevant example

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

- (i) In 2024, 25 people were executed in the United States of America. Comment on this statistic referring to the Universal Declaration of Human Rights (UDHR). 10 marks**

Responses may make reference to:

- Right to life
- Freedom from torture

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

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- (j) What is the role of the Ombudsman for Children in Ireland? 10 marks**

Responses may make reference to:

- Investigating complaints about services for children provided by public organisations
- Promoting the rights and welfare of children living in Ireland

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

- 
- (k) 'Us versus Them' is a theory which explains how some people might view the world. Give an example of where you might see it today. 10 marks**

Responses may make reference to:

- Current conflicts around the world
- Right and left wing views within Ireland or in other countries

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

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**(l) What is freedom of the press?**

**10 marks**

Responses may make reference to:

- A fundamental right
- Enables media to investigate, publish and broadcast without fear
- Promotes transparency
- Promotes accountability
- Essential in a democratic country

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

**(m) Describe one example of how identity is formed within Ireland**

**10 marks**

Responses may make reference to:

- The Education System (Irish language, history, music and sports)
- Celebration of national days (St. Bridget's Day, St. Patrick's Day)
- Promotion of Gaelic games

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

**(n) What is the role of a Teachta Dála (TD) in Ireland?**

**10 marks**

Responses may make reference to:

- Attends Dáil sessions
- Represents constituents
- Attends committee meetings
- Holds constituency clinics

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



**(o) Comment on the message in this cartoon in relation to climate change.**

**10 marks**

Responses may make reference to:

- Lack of awareness of climate change
- Denial of climate change

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

**(p) Briefly explain one of Kathleen Lynch's ideas about politics and/or society in Ireland.**

**10 marks**

Responses may make reference to:

- Equality of Condition V Equality of Outcome
- Inequality in Irish society is perpetuated by the education system
- Affective Inequality

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

**(q) Give two reasons why ICT/technology and the media has led to a more globalised world.**

**(2 x 5M)**

**10 marks**

Responses may make reference to:

- Access to information quickly: social media, mobile technology
- Allows more efficient trading: e-commerce, global sourcing
- Facilitates cultural exchange: social movements, awareness
- Allows knowledge sharing: researchers, education

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

**(r) Describe what a duty bearer is and give an example of one.**

**10 marks**

Responses may make reference to:

- Individuals or organisations
- Ensuring human rights are met
- Government/ governmental bodies

Very good description	6 - 8M
Good description	3 - 5M
Fair description	0 - 2M

**Example: 2 marks**

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**(s) What is the State of Nature?**

**10 mark**

Responses may make reference to:

- Hobbes
- Locke

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

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**(t) Explain the effects of racism in Ireland.**

**10 marks**

Responses may make reference to:

- Effects on the victim including: Mental health/Stress/Low self-esteem
- Effects on society, including: Violence/Unsafe atmosphere/Division

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

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## SECTION B – 150 MARKS

### Question 2

50 marks

(a) According to Document A, what is SDG Goal Two?

5 marks

Zero Hunger: (End hunger, achieve food security and improved nutrition and promote sustainable agriculture)

(b) According to Document A, what does the Sustainable Development Goals Report 2022 provide?

10 marks

A global overview of progress on the implementation of the 2030 Agenda for Sustainable Development

(c) According to Document B, what is driving countries around the world into a hunger crisis?

15 marks

Conflict, the climate crisis and economic shocks

(d) Document B outlines the main causes of hunger in three countries. Name one of these countries and identify the main cause of hunger in that country.

10 marks

Name: 2m

Identify the main cause: 8m

Answers may make reference to Haiti, South Sudan or Sudan

(e) Using evidence from Document B, identify the connections between the hunger crisis and the environment.

10 marks

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

### Question 3

50 marks

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

5 marks

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

Very good commentary 4 - 5M

Good commentary 2 - 3M

Fair commentary 0 - 1M

(b) Describe one positive about how the data is presented in Document B.

5 marks

- Table is easy to read
- Pictures add context

Very good explanation 4 - 5M

Good explanation 2 - 3M

Fair explanation 0 - 1M

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

10 marks

Key piece of information: 2M

Very good description of one piece of data 6 - 8M

Good description of one piece of data 3 - 5M

Fair description of one piece of data 0 - 2M

(d) How might the information given in both documents be useful for world governments?

15 marks

Very good commentary 11 - 15M

Good commentary 6 - 10M

Fair commentary 0 - 5M

(e) Is Document A a reliable source of data? Explain your answer.

15 marks

Very good explanation 11 - 15M

Good explanation 6 - 10M

Fair explanation 0 - 5M

## Question 4

50 marks

- (a) From Document B, identify one similarity and one difference between the data from Haiti and the data from South Sudan. (2 x 5m) 10 marks

Answers may make reference to **two** from: population, people in need, people helped last year, children at risk of acute malnutrition, main causes of hunger.

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

- (b) What type of data do you think would add to the research presented in Document A? Give an example of this type of data. 10 marks

Answers may make reference to interviews, case studies, etc

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

- (c) Describe a citizenship project you could carry out to support the work of Action Against Hunger . 15 marks

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

- (d) From analysing the data, what recommendations would you make to the United Nations about the issues raised in Document A and Document B? 15 marks

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

## **Section C – 150 marks**

### **Marking the discursive essay:**

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

## DISCURSIVE ESSAY

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

## ESSAY GRADE BANDS

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



## CITIZENSHIP PROJECT REPORT

### Rationale and research

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

### Execution of citizenship project

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

### Reflections on knowledge gained and skills developed

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

## CITIZENSHIP PROJECT – SECTION A

**Rationale and Research**

**35 marks**

	<b>Excellent</b>	<b>Very Good</b>	<b>Good</b>	<b>Fair</b>
<b>Explanation for the rationale</b>	6 - 7M	4 - 5M	2 - 3M	0 - 1M
<b>Aims of the project with an Action Plan setting out the Means chosen to achieve those aims</b>	10 - 12M	7 - 9M	4 - 6M	0 - 3M
<b>Summary of the findings and sources</b>	10 - 12M	7 - 9M	4 - 6M	0 - 3M

**References and Bibliography** - Check the back of the booklet

**(0-2-4)**

**(4 marks)**

## CITIZENSHIP PROJECT - SECTION B

**Execution of citizenship project**

**45 marks**

	<b>Excellent</b>	<b>Very Good</b>	<b>Good</b>	<b>Fair</b>
<b>Summary of the actions undertaken (We / I)</b>	12 - 15M	8 - 11M	4 - 7M	0 - 3M
<b>Critical analysis of the action plan</b>	12 - 15M	8 - 11M	4 - 7M	0 - 3M
<b>Outcomes</b>	12 - 15M	8 - 11M	4 - 7M	0 - 3M

## CITIZENSHIP PROJECT - SECTION C

**Reflections on knowledge gained and skills developed**

**20 marks**

	<b>Very Good</b>	<b>Good</b>	<b>Fair</b>
<b>Knowledge and insights about the issue</b>	5 - 6M	3 - 4M	0 - 2M
<b>Skills</b>	5 - 6M	3 - 4M	0 - 2M
<b>Reflection</b>	4M	3M	0 - 2M
<b>Feedback and learning</b>	4M	3M	0 - 2M

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