



2018. M105



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate
Sample Examination Paper

Politics and Society

Ordinary Level

2½ hours duration

400 marks

Examination Number					

Centre Stamp



Instructions

There are three sections in this examination paper.

Section A	Short Answer Questions	100 marks
Section B	Data-Based Questions	150 marks
Section C	Discursive Essays	150 marks

Answer All Sections.

Write your answers in the spaces provided in this booklet. You may lose marks if you do not do so. You are not required to use all of the space provided.

Additional pages are provided if needed. Label any extra work clearly with the question number and part.

You may only use blue or black pen when writing your answers. Do not use pencil.



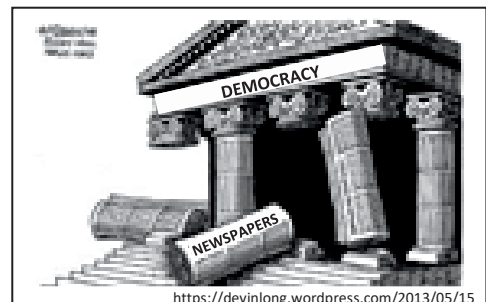
Section A**Short Answer Questions****100 marks**Answer any **fifteen** questions.**ANSWER IN THE SPACES PROVIDED****Question 1**Answer **fifteen** of the following items, **(a), (b), (c) ...****(a)** Name four groups involved in decision-making processes in schools.

1	_____	2	_____
3	_____	4	_____

(b) Which of the following United Nations (UN) human rights agreements is legally binding? (Tick one only).

- The Universal Declaration of Human Rights (UDHR)
- The UN Convention on the Rights of the Child (UNCRC)
- The UN Declaration on the Right to Development

(c) Name one advantage and one disadvantage of proportional representation as an electoral system.Advantage: _____
_____Disadvantage: _____
_____**(d)** Give **two** reasons why freedom of the press is important in a democratic society.



(e) Explain what is meant by 'ethically traded goods.'

(f) The image shows activists engaging in a public protest as part of a Trócaire campaign for climate justice. Give one advantage and one disadvantage of public protest as a means of action.



<https://www.trocaire.org/getinvolved/climate-justice/climate-campaigning>

Advantage: _____

Disadvantage: _____

(g) Which of the following terms means 'a right which can never be taken away?' (Tick one only).

- Universal right
- Indivisible right
- Inalienable right



(h) Explain the meaning of the following terms which relate to human rights.

'rights holder' _____

'duty bearer' _____

(i) Examine the table below which gives the number of emigrants leaving Ireland between 2011-2015 by age.

Age Group	2011	2012	2013	2014	2015
0 – 14 years	5,300	4,900	6,800	6,000	5,400
15 – 24 years	34,500	35,800	34,800	33,500	30,400
25 – 44 years	31,300	39,500	41,000	37,600	39,700
45 – 59 years	4,900	4,400	4,600	2,700	3,600
60 years and over	4,700	2,400	1,900	2,200	1,700
Total Persons	80,600	87,100	89,000	81,900	80,900

<http://www.cso.ie/en/releasesandpublications/ep/p-1916/1916irl/people/emigration/#d.en.97639>

(i) Is the table above an example of qualitative or quantitative research?

(ii) Name a government department that would use data such as this.

(iii) How would this government department find this type of data useful?

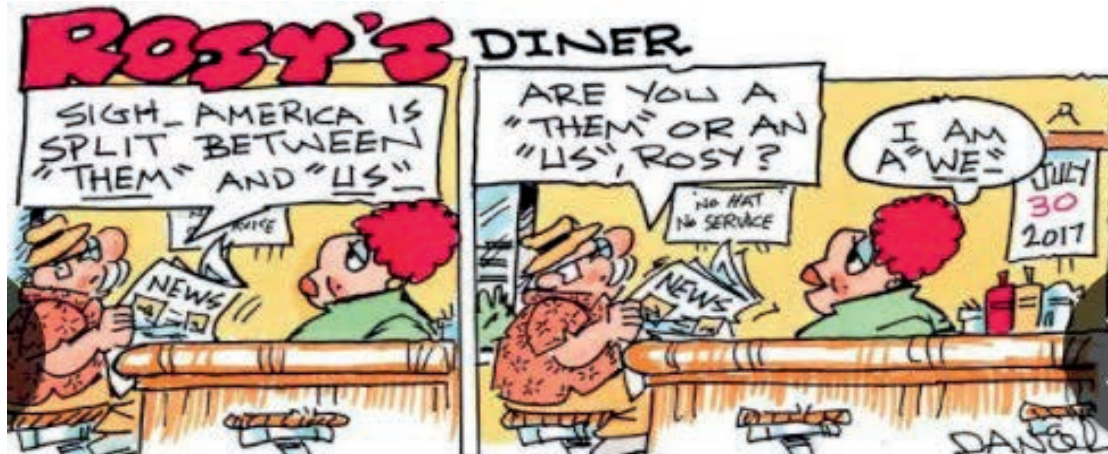
(j) Name the Houses of the Oireachtas.

1 _____

2 _____



- (k) This cartoon was published in *USA Today*, an American newspaper, July 2017, and it comments on American society.



www.usatoday.com/picture-gallery/opinion/nation-now/2017/07/01/july-political-cartoons-from-the-usa-today-network/103339272/

Name two examples where a 'them and us' divide exists in Irish society.

- 1 _____
- 2 _____

- (l) Describe **two** ways that women in less developed countries are contributing to sustainable development.

First way _____

Second way _____

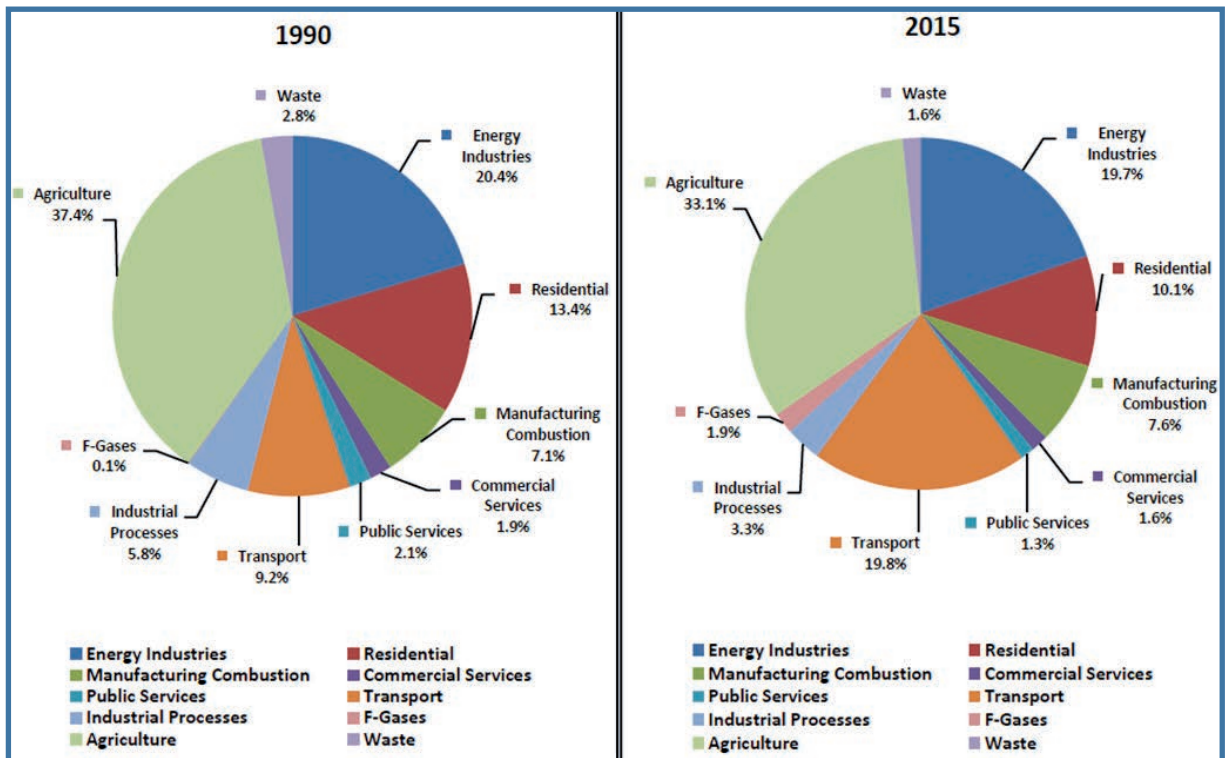
- (m) To which branch of government does the Dáil belong? (Tick one only).

- Executive
- Legislative
- Judicial



(n) Examine the pie charts about greenhouse gas emissions and answer the questions that follow.

Greenhouse Gas Emissions in 1990 and 2015 by Sector



Source: <http://www.epa.ie/pubs/reports/air/airemissions/ghgmissions/GHG%201990-2015%20April%202017.pdf>

(i) What were the top **three** sources of greenhouse gas emissions in 1990?

First source _____

Second source _____

Third source _____

(ii) Describe **two** steps that the government can take or is taking to reduce the level of greenhouse gas emissions caused by transport in Ireland.

First step _____

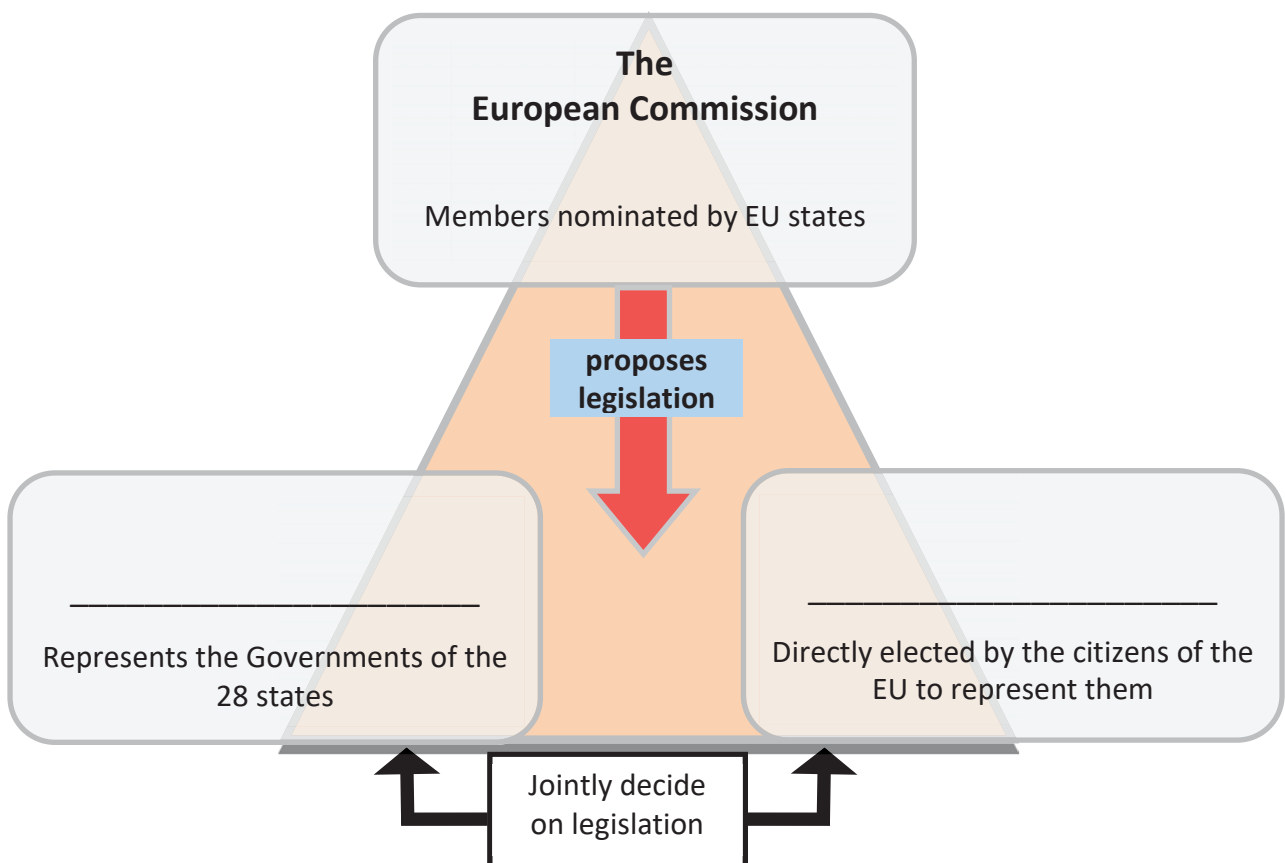
Second step _____



(o) Sometimes the rights of the individual have to be set aside to protect the rights of the majority. Describe **one** example of when this occurs, from your own environment or the wider world.

(p) There are three institutions involved in European Union (EU) legislation. The European Commission named in the first box is one of these three.

(i) Name the other **two** institutions into the correct boxes in the diagram below.



(ii) Give **one** example of EU legislation which has helped to improve life for Irish citizens.



(q) If a political party proposed that all education from pre-school to third level should be free for all, would this be considered a left or right wing policy? Explain your answer.

(r) Complete the following sentence.

Parents in Ireland have the right to 'home school' their children. This right is protected by B_____ na hÉireann because in Ireland the family is recognised as

(s) What is the purpose of the Equal Status Acts in Ireland?

(t) Social media is an important part of people's lives. It can be used for many reasons: keeping in touch, finding out what's going on, sharing information or even starting a campaign. Name and describe **one** example of how social media has been used to bring about political or social change?

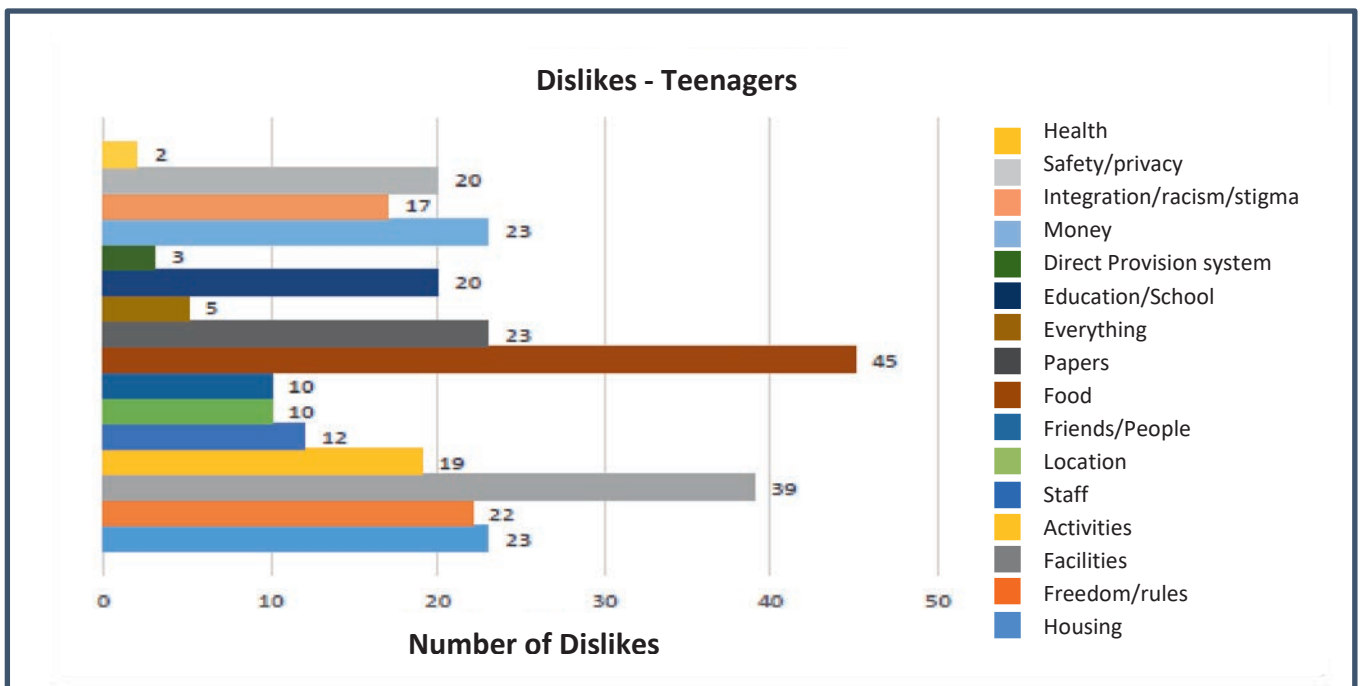


Section B**Data-Based Questions****150 marks**Answer **all** questions.**ANSWER IN THE SPACES PROVIDED****Document A**

The Direct Provision system is when the State provides accommodation in a hostel type centre, essential services, medical care and three meals a day to asylum seekers while their applications for asylum status are being processed. It is not unusual in these centres for children to be living in one room with their parents and where facilities such as bathrooms are shared. Asylum seekers do not have the right to work and receive a very small weekly allowance.

A series of consultations with young people living in Direct Provision was carried out by the Department of Children and Youth Affairs (DCYA) and the Department of Justice and Equality. The report of the views of the young people was compiled by researchers from University College Cork.

The researchers consulted 47 teenagers aged from 13 to 18 years of age from 11 different accommodation centres. They held mixed methodology workshops using sticky notes and place-mats where the young people could write and draw their ideas freely on ideas cards and graffiti walls. They also conducted secret ballots and interviews with these young people to gather their views.

The main dislikes of the teenagers were:

Source: <https://static.rasset.ie/documents/news/report-of-dcya-consultations-with-children-and-young-people-living-in-direct-provision.pdf>



The Jesuit Refugee Service (JRS) works with families living in Direct Provision in locations in Dublin and Limerick. An important part of their work is about defending the rights of these families and supporting and enabling them to express their views and concerns making sure that their stories are heard. As part of this advocacy work, JRS asked some asylum seekers to tell their stories in their own words about what life is like for them in the direct provision system.

The following case study was recorded in 2010 by JRS staff.

Djamila is a 16 year old girl from Afghanistan who has been living in Direct Provision for four years. She shares a room with her mother and 19 year old sister.

I want to get a real home. Here you don't go out of the room all day. You can't go downstairs. Here there used to be kids in the pool room but kids aren't supposed to be there, because there's other people there. There are men there.

Djamila tries to hide from school friends the fact that her family are seeking asylum and spends most of her time outside school with other children from the Centre.

I'm mostly friends with hostel people more than school kids. I don't like to bring people back here. I don't tell them [at school] I'm an asylum seeker, I say I'm foreign and that's all, they can talk whatever they want. If they ask any more I say my father was in the war and now I'm here. They say 'Oh you're so lucky... you live in a hotel' and I say 'Yeah, it's great I know.' They don't understand.

I have a few friends in school. Every day my friends buy me lunch. They have ten Euros each, without them I'd have nothing.

Djamila looks forward to having her own home and says that arguments regularly break out between people in the Centre.

When we move into our own house you can get food whenever you want. Here you always hear people fighting. Two years ago a woman tried to stab another woman with a bread knife and two weeks ago there was a big fight in the laundry room. One time a woman pushed my mum. I was so angry with her!

Source <http://workingnotes.ie/item/living-in-direct-provision-resident-voices>



Question 2

(40 marks)

- (a)** According to Document A what are the two most commonly mentioned ‘dislikes’ amongst teenagers living in direct provision?

- (b)** According to Document B, what are the main problems that Djamila speaks about?

- (c)** What problems identified by young people in these studies are common to both Document A **and** Document B? Suggest why similar problems are identified in both documents?

- (d)** Using both documents, summarise what it is like for a teenager to live in direct provision.



Question 3

(30 marks)

- (a) (i)** Describe the research methods used to conduct **both** pieces of research.

Document A: _____

Document B: _____

- (ii)** Comment on the reliability of one of these pieces of research.

- (b) (i)** Describe **two** challenges of carrying out research with children and young people (under 18 years).

- (ii)** Describe **one** advantage of research that directly communicates the voice of children.



Question 3

(80 marks)

- (c) Explain how living in direct provision might negatively affect some of the rights of young people as set out in the UN Convention on the Rights of the Child.

- (d) According to Article 12 of the UN Convention on the Rights of the Child, children have the right to express their views and be heard on matters that affect them. Using an example of where young people are consulted **either** in your school **or** in society explain why this right is important.



Section C**Discursive Essays****150 marks**Answer any **three** from questions 4, 5, 6, 7, 8 and 9.**ANSWER IN THE SPACES PROVIDED****Question 4****(50 marks)**

'There should be as few rules as possible.' Discuss whether you agree with this view. Relate your ideas to school life and back up your arguments with reasons and examples.

Your answer might include the following:

- Are rules necessary? Why / Why not?
- Are some rules more important than others?
- Who should be involved in making the rules and why?
- Are rules made which benefit some groups over others?
- How do we make sure that people stick to the rules?

Question 5**(50 marks)**

Discuss whether the right to education is enjoyed equally by everyone in Ireland. Provide evidence to support your arguments.

In your answer you may refer to one or more of the following categories:

Gender, family / social status, sexual orientation, religion, disability, race, ethnicity (including membership of the Traveller community).

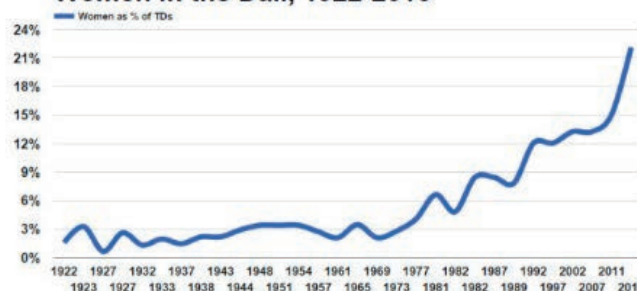
Question 6**(50 marks)**

Women are one of the groups least represented in decision-making processes in Ireland. Even though 35 women (more than ever before) were elected to the Dáil in the 2016 General Election, they only make up 22% of the elected TDs.

Discuss the reason for women's low participation in political life.

Your answer might include the following:

- What is patriarchy?
- What are the challenges to women's participation in politics?
- What is the impact of women not being involved in policy-making?

Women in the Dáil, 1922-2016

Question 7

(50 marks)

In 1986 the United Nations adopted the Declaration on the Right to Development in response to the many challenges affecting our world. Discuss this Declaration on the Right to Development.



Your answer might include the following:

- What is development?
- Is the Right to Development a human right?
- What are some of the key ideas in the articles from the UN Declaration on the Right to Development?
- What are the barriers to the implementation of the Right to Development?

Question 8

(50 marks)

What is the link between migration and cultural diversity in Ireland or Europe today?

Your answer should make reference to the challenges and benefits of growing cultural diversity.

Question 9

(50 marks)

Discuss the statement: Our personal actions contribute to climate change.

Your answer might include the following:

- Greenhouse effect / global warming
- Activities that contribute to climate change
- Consequences of climate change
- Solutions
- Our responsibilities.



Section C – Answer to Question ____

Optional space to help you prepare your answer.





Section C – Answer to Question ____

Optional space to help you prepare your answer.



Section C – Answer to Question ____

Optional space to help you prepare your answer.



Acknowledgements

Images

Image on page 15: <http://www.ohchr.org/EN/Issues/Development/Pages/Backgroundrtd.aspx>

Image on page 16: http://www.thejournal.ie/women-in-32nd-dail-election-2016-2630150-Mar2016/?r_dir_d=1

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