



2018. M106

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

Leaving Certificate 2018

**Politics and Society - Higher Level**

Wednesday 20 June - Afternoon 2:00–4:30

400 marks

Centre Stamp
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Examination Number					

	Question	Mark	
		Examiner	Adv. Ex.
<b>Section 1</b>	<b>Q. 1</b>		
<b>Section 2</b>	<b>Q. 2(a)</b>		
	<b>Q. 2(b)</b>		
	<b>Q. 2(c)</b>		
	<b>Q. 2(d)</b>		
	<b>Q. 2(e)</b>		
	<b>Q. 2(f)</b>		
<b>Section 3</b>	<b>Q. 3</b>		
	<b>Q. 4(a)</b>		
	<b>Q. 4(b)</b>		
	<b>Q. 5(a)</b>		
	<b>Q. 5(b)</b>		
	<b>Q. 6</b>		
<b>Total (Paper)</b>			

	Mark	
	Examiner	Adv. Ex.
<b>1. Total of end of page totals</b>		
<b>2. Aggregate total of all disallowed questions</b>		
<b>Mark awarded (1 minus 2)</b>		

	Mark	
	Examiner	Adv. Ex.
Examination Paper		
Bonus for Irish		
Grand Total (Paper)		
Citizenship Project Report		
<b>Final mark awarded</b>		

## Instructions

There are three sections in this examination paper.

Section A	Short Answer Questions	50 marks
Section B	Data-Based Questions	150 marks
Section C	Discursive Essays	200 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 1						
<b>Question 1</b>		Examiner	Adv. Ex.		Examiner	Adv. Ex.
	(a)			(g)		
	(b)			(h)		
	(c)			(i)		
	(d)			(j)		
	(e)			(k)		
	(f)			(l)		
			<b>Examiner</b>	<b>Adv. Examiner</b>		
<b>Total of all questions answered</b>						
<b>Less disallowed marks</b>						
<b>Total</b>						

Answer **ten** of the following items, **(a), (b), (c)**... Answer in the spaces provided.

**Question 1**

**(50 marks)**

**(a)** Name a thinker you have studied who argues that the taking of people's wealth through taxes is a form of theft.

\_\_\_\_\_

Name the political philosophy that promotes individual freedom and favours minimising the role of government.

\_\_\_\_\_



**(b) (i)** Is the election process to Seanad Éireann a democratic process? Give a reason for your answer.

\_\_\_\_\_  
\_\_\_\_\_

**(ii)** What is the purpose of the Seanad?

\_\_\_\_\_  
\_\_\_\_\_

**(c)** Explain what it means to say that human rights are - universal, inalienable and indivisible.

Universal \_\_\_\_\_

\_\_\_\_\_

Inalienable \_\_\_\_\_

\_\_\_\_\_

Indivisible \_\_\_\_\_

\_\_\_\_\_

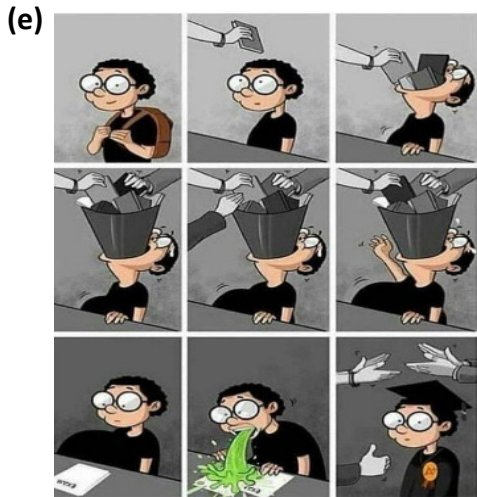
(d) Is it possible to talk about a shared Irish identity in Ireland today? Justify your answer.

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Which thinker would you most associate with the model of education in this cartoon?

What was this thinker's criticism of this model of education?

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(f) Give **three** pieces of information to explain the function of the European Court of Human Rights.

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(g) Give **one** advantage and **one** disadvantage of Proportional Representation (PR) by single transferable vote (STV).

Advantage \_\_\_\_\_

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Disadvantage \_\_\_\_\_

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(h) Name **two** consequences of income inequalities in Ireland on an individual's life chances.

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(i) Give **one** positive effect and **one** negative effect of economic globalisation.

(i) Positive effect \_\_\_\_\_

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(ii) Negative effect \_\_\_\_\_

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(j) Name **two** challenges for regulators of the broadcasting media today.

First challenge \_\_\_\_\_

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Second challenge \_\_\_\_\_

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(k) The CSO census, 2016, shows that 4.1% of the population which is 195,263 people classify themselves as unpaid carers. Over 60% of carers are women. This care work is estimated to be worth €10 billion to the Irish State each year.

(i) Name a thinker you have studied who has drawn attention to women's work as carers.

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(ii) What reason does this thinker give to explain the undervaluing of women's work as carers?

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- (I) In the lead up to the June 2016 Brexit referendum in the United Kingdom certain news outlets described immigration and its effects in their headlines using words such as ‘crisis’, ‘out of control’, ‘soaring’, ‘rampant’, ‘unsustainable’, ‘intolerable’, and ‘relentless’.

Migrants were ‘flocking’, ‘swarming’, ‘storming’, ‘invading’, ‘stampeding’, ‘over-running’, and ‘besieging’ the United Kingdom.

Britain’s borders were a ‘shambles’, ‘collapsing’, ‘threadbare’, ‘creaking’, and ‘buckling’.

Describe **two** impacts of the use of emotive words in statements by politicians or media outlets in the lead up to the Brexit referendum.

First impact \_\_\_\_\_

\_\_\_\_\_

Second impact \_\_\_\_\_

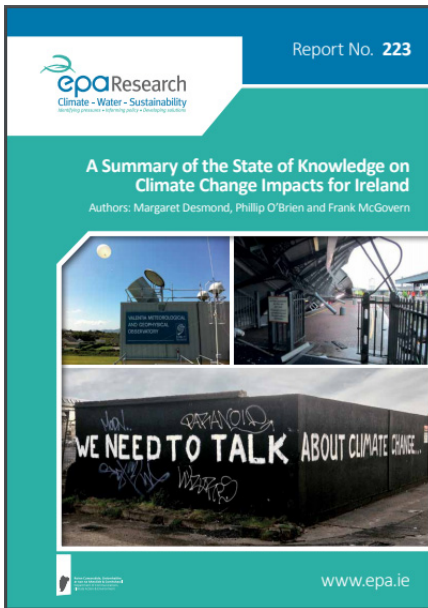
\_\_\_\_\_

Answer **all** questions in this section. Answer in the space provided.

### Document A

Below is an extract from the Executive Summary of a report published by the EPA (Environmental Protection Agency) Research Programme. The programme is financed by the Irish Government.

## Executive Summary



The purpose of this report is to provide an accessible summary of the available information on ongoing climate change and projected impacts for Ireland in a format that will be of use to policymakers, sectoral and local decision-makers and other stakeholders interested in or working on adaptation to climate change in Ireland.

The national information is largely based on Environmental Protection Agency (EPA) funded research and linked research funded by other national bodies, including Met Éireann, the Office of Public Works (OPW), the Marine Institute and research carried out by third-level institutes.

Warming of the global climate system is undeniable and it is extremely likely that human influence has been the dominant cause of the observed warming since the mid-20th century.

Actions are being taken to mitigate or limit climate change, most notably the 2015 Paris Agreement. However, many changes and their associated impacts are **“locked-in”** to the Earth’s climate systems and the actions of the past will drive changes to the climate for decades to come.

The impacts of climate changes are evident on natural and human systems on all continents and across the oceans. Observations show that Ireland’s climate is also changing. These changes are projected to continue and increase over the coming decades. Climate change means not only changes in the average climate such as temperature, rainfall and increasing sea levels, but also changes in the frequency and intensity of extreme weather and climate events. It is recognised that extreme events, such as severe flooding, droughts and heat/cold waves, can have important socio-economic consequences. Changes in their frequency and intensity are therefore of particular interest to policymakers and stakeholders.

In Ireland, climate change will have diverse and wide-ranging impacts on the environment, society, economic sectors and natural resources, including managed and natural ecosystems, water resources, agriculture and food security, human health, and coastal infrastructures and zones. Extreme weather events cause immediate and severe infrastructural, economic and societal disruption.

## Document B

In September 2017, Trócaire published a report '*Still Feeling the Heat*' which outlined how climate change is impacting on five countries – the Philippines, Honduras, Kenya, Malawi and Ethiopia. The report was produced by Trócaire's Policy, Research and Advocacy unit, with support from Maynooth University and the University of Malawi.

It draws on more than 170 publications from recent research and international scientific journals and claims to '*provide a solid scientific evidence base for understanding the impacts and uncertainties of climate change in each of the aforementioned countries.*'

## Ethiopia



**In brief:** Massively, reliant on rain-fed and low-tech agriculture, highly vulnerable to climate change.

**Right now:** Growing season has already reduced by 15 per cent in the region. Cyclical droughts that used to happen about once a decade have now affected the country in 2011, 2012, 2015, 2016, and 2017.

**Future climate change risks:** Worsening difficulties with access to water, increased occurrence of drought, large decreases in staple cereal crops, and increased vulnerability to disease.

**Annual emissions of CO<sub>2</sub> per capita:** 0.1 metric tons – nearly seventy-four times less than Ireland.

### Introduction

Ethiopia is particularly vulnerable to global climate change, because of its reliance on agriculture.

80% of Ethiopians live in rural areas and most rely on subsistence farming for survival. Nearly 95% of the country's agricultural production is cultivated on family holdings, most less than 1 hectare. Agriculture accounts for 37% of GDP and as much as 90% of exports and employment.

Farmers and pastoralists in Ethiopia rely on two annual rainy seasons. Rainfall is already highly variable. As most farmers have no access to irrigation, when the rains do not come, it can equal catastrophe.

Over the period 1980-2010 ten major drought disasters were reported in Ethiopia. Consecutive but separate droughts in 2015/16 and 2017 each affected over 15 million people.

Each successive drought makes it more difficult to recover, making the people of

Ethiopia all the more vulnerable to climate change.

Already in Ethiopia, temperatures have been rising, and the length of the main growing season across eastern Africa has reduced by 15%. Even if drastic reductions in emissions are achieved, future climate changes are expected to significantly reduce Ethiopia's main cereal crops.

Climate change is also likely to make 39-59% of current coffee growing areas of Ethiopia unsuitable to coffee production, a crop that supports 15 million farmers and accounts for a quarter of Ethiopia's export earnings.

If emissions continue unabated, average temperature increases of approximately 4°C could be devastating. And yet, Ethiopia has relatively little control over which scenario plays out – since its carbon dioxide emissions, at 0.1 metric tons per capita, are already among the lowest in the world, it must rely on other countries reducing their carbon emissions to ensure its future.



**Question 2**

**(150 marks)**

- (a)** In Document A, what is the significance of the term ‘**locked-in**’ in relation to climate change?

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- (b)** What would you conclude about the future of Ethiopia from Document B?

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- (c)** What conclusions can you draw about the human impact, if any, of climate change on a developed country (Document A) and a developing country (Document B)?

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**(d)** Are the claims made in Document A reliable? Justify your answer by referring to the authorship and potential bias of the report and its relevance to policy and decision makers.

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**(e)** Is the integration of commentary with statistics effective in communicating research findings? Justify your answer with reference to Document B.

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Answer any **two** questions from 3, 4, 5, and 6. Answer in the space provided.

**Question 3****(100 marks)**

During his campaign for leadership of Fine Gael, May 2017, Leo Varadkar sent this tweet.



In the context of the serious social issues facing Irish society today, evaluate whether a new social contract is needed in this country.

[Your answer should be supported by examples and evidence and make reference to at least two named theorists you have studied.]

**Question 4(a)****(100 marks)**

In 1918, Irish women over 30 who owned property were allowed to vote and to stand for election for the first time. Prior to this women were largely excluded from and therefore not visible in public life due to the patriarchal nature of Irish society at the time.

This year as we celebrate the 100<sup>th</sup> anniversary of the parliamentary vote for women, is the invisible woman still a phenomenon in Irish society today? Discuss.

[Your answer should include examples and evidence to support your position. You should also refer to the views of two or more named theorists you have studied.]

**OR**

**Question 4(b)****(100 marks)**

Would the theorist Kathleen Lynch agree that inequality in Irish society is perpetuated by the education system?

[Your answer should include contemporary examples and evidence to support your argument. You should also refer to the views of one other named theorist you have studied.]

**Question 5(a)**

**(100 marks)**

**"As President of the United States, I will always put America first, just like you, as the leaders of your countries, will always - and should always - put your countries first."**

President Trump gave this message to other world leaders at the United Nations Assembly, on September 19<sup>th</sup> 2017.

Does President Trump's 'America First' policy and the rise of nationalism in other countries show that the world is becoming increasingly divided into 'us and them'? Discuss.

[Your answer should include contemporary examples and evidence to support your argument. You should also refer to the views of two named theorists you have studied.]

**OR**

**Question 5(b)**

**(100 marks)**

**"One of the good things about globalisation is it has created a single international music community, and I feel very much part of it."**

The Edge, musician and U2 band member

Globalisation is breaking down national cultures and identities and creating a cosmopolitan culture and a cosmopolitan identity. Discuss.

[Your answer should include examples and evidence from a local and/or global context to support your argument. You should also refer to the views of two named theorists you have studied.]

**Question 6**

**(100 marks)**

**"Underdevelopment is caused by people in less developed countries not having the knowledge, technology and industry of people in developed countries."**

*NCCA Curriculum Specification, Politics and Society, p.38*

Discuss whether you agree or disagree with this statement. Justify your position.

[Your answer should include current examples and evidence to support your position. You should also refer to two or more relevant international agreements / organisations **and/or** the views of two or more named theorists you have studied.]

Relevant international agreements or organisations include The United Nations Sustainable Development Goals, Paris Climate Agreement, the World Bank, The World Economic Forum etc.]

**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 3: Summers D. <<https://townhall.com/political-cartoons/2016/04/18/140569>> (Accessed 06 December 2017).

Image on page 4: <<https://www.vistoenlasredes.com/twitter/simplemente-cuanta-razon-por-enesta-dode-hola>> (Accessed 05 December 2017).

### Quotes

Reference on page 6: Moore, M and Ramsay, G. *UK Media Coverage of the 2016 EU Referendum Campaign*, King's College London, 2017. <<https://www.kcl.ac.uk/sspp/policy-institute/CMCP/UK-media-coverage-of-the-2016-EU-Referendum-campaign.pdf>> (Accessed 12 December 2017) Adapted.

Quote on page 11: Robinson M. *Why Climate Change is a Threat to Human Rights*, TedWomen 2015 <[https://www.ted.com/talks/mary\\_robinson\\_why\\_climate\\_change\\_is\\_a\\_threat\\_to\\_human\\_rights](https://www.ted.com/talks/mary_robinson_why_climate_change_is_a_threat_to_human_rights)> (Accessed 10 December 2017).

Tweet on page 12: <<https://twitter.com/campaignforleo?lang=en>> (Accessed 09 December 2017).

Quote on page 13: BBC News. *U2 Guitar Sale Helps Raise \$2.4m*. <<http://news.bbc.co.uk/2/hi/entertainment/6580901.stm>> (Accessed 10 December 2017).

### Reports

Document A on page 7: Desmond, M. O'Brien, P and McGovern, F. *A Summary of the State of Knowledge on Climate Change Impacts for Ireland*, Report No 223, 2017, Online Version. <[http://www.epa.ie/pubs/reports/research/climate/EPA%20RR%20223\\_web.pdf](http://www.epa.ie/pubs/reports/research/climate/EPA%20RR%20223_web.pdf)> (Accessed 24 November 2017) Adapted.

Document B on page 8: Trócaire. *Still Feeling the Heat*. 2017. <<https://www.trocaire.org/sites/default/files/resources/policy/still-feeling-the-heat.pdf>> (Accessed 24 November 2017) Adapted.

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Leaving Certificate – Higher Level

## Politics and Society

Wednesday 20 June

Afternoon 2:00 – 4:30