


**LEAVING
CERTIFICATE**

POLITICS AND SOCIETY

**DRAFT SYLLABUS
FOR CONSULTATION**

Senior cycle	3
Introduction	4
Reasonable accommodations	4
The experience of senior cycle	5
Overview	6
Vision	7
Politics and society	9
Introduction and rationale	10
Aim	12
Objectives	12
Related learning	12
Syllabus overview	15
Structure	16
Key skills	17
Teaching and learning	18
Differentiation	19
Units of Study	21
Unit 1: Interdependence and conflict	22
Unit 2: Globalisation and localisation	36
Assessment	45
Assessment in Leaving Certificate Politics and Society	46
Assessment components	46
General assessment criteria	47

SENIOR CYCLE



INTRODUCTION

REASONABLE ACCOMMODATIONS

THE EXPERIENCE OF SENIOR CYCLE

OVERVIEW

VISION

Senior cycle

Introduction

Senior cycle plays a vital role in the preparation of learners for adult life in a changing economic and social context. The opportunities presented by a broad curriculum at senior cycle that allows for a degree of specialisation for learners continues to be viewed as the best means of achieving real continuity and progression from junior cycle and assisting learners to prepare for the future. It seeks to provide learners with a high quality learning experience to prepare them for the world of work, for further and higher education and for successful personal lives, whatever that may entail for the individual learner.

While many factors shape the future of the individual, senior cycle has at its core a commitment to educational achievement of the highest standard for all learners, commensurate with their individual abilities. To support learners as they shape their own future there is an emphasis on the development of knowledge and deep understanding; learners taking more responsibility for their own learning; an improved balance between the acquisition of skills and knowledge; and an enhanced focus on learning and the learner. Senior cycle sets out to meet the needs of a diverse group of learners with a range of learning interests, dispositions, aptitudes and talents, including learners with special educational needs.

Senior cycle education is situated within the context of a broader education policy, important elements of which include the contribution that education can make to the development of the learner as a person and as a citizen. It is an education policy that emphasises the promotion of social cohesion, the growth of the economy, and the adoption of the principle of sustainability in all aspects of development.

The range and scope of the curriculum components offered at senior cycle—subjects, short courses, transition units—have been developed to allow for greater choice and flexibility, an appropriate balance between knowledge and skills and the promotion of the kinds of learning strategies associated with participation in, and contribution to, a changing world where the future is uncertain.

Assessment in education involves gathering, interpreting and using information about the processes and outcomes of learning. It takes different forms and can be used in a variety of ways, such as to test and certify achievement, to determine the appropriate route for learners to take through a differentiated curriculum or to identify specific areas of difficulty or strength for a given student. As an integral part of the educational process, it is used to support and improve learning by helping students and teachers to identify next steps in the teaching and learning process.

How learners in each subject area will be assessed for summative purposes is integral to the vision for that subject, its aims and objectives. Senior cycle subjects are characterised by a clear alignment between aims and objectives and the assessment methods and arrangements. This emphasis on alignment implies a necessity to give specific consideration to questions of equity in assessment arrangements as they apply to learners with special needs, including, for example, those who are home educated and those for whom reasonable accommodations are provided.

Reasonable accommodations

The scheme of Reasonable Accommodations is designed to assist candidates with special needs at the Certificate examinations. The term special needs applies to candidates who have physical/medical and or specific learning difficulties.

Reasonable Accommodations are designed to remove as far as possible the impact of a disability on a candidate's performance, so as he or she can demonstrate in the examination his or her level of achievement – they are not designed to compensate for a possible lack of achievement arising from a disability.

Applications for reasonable accommodations are considered within a published framework of principles (Expert Advisory Group Report – January 2000) and are submitted by the school which a candidate attends on prescribed application forms. Applications are normally invited one year in advance of the examination concerned.

The experience of senior cycle

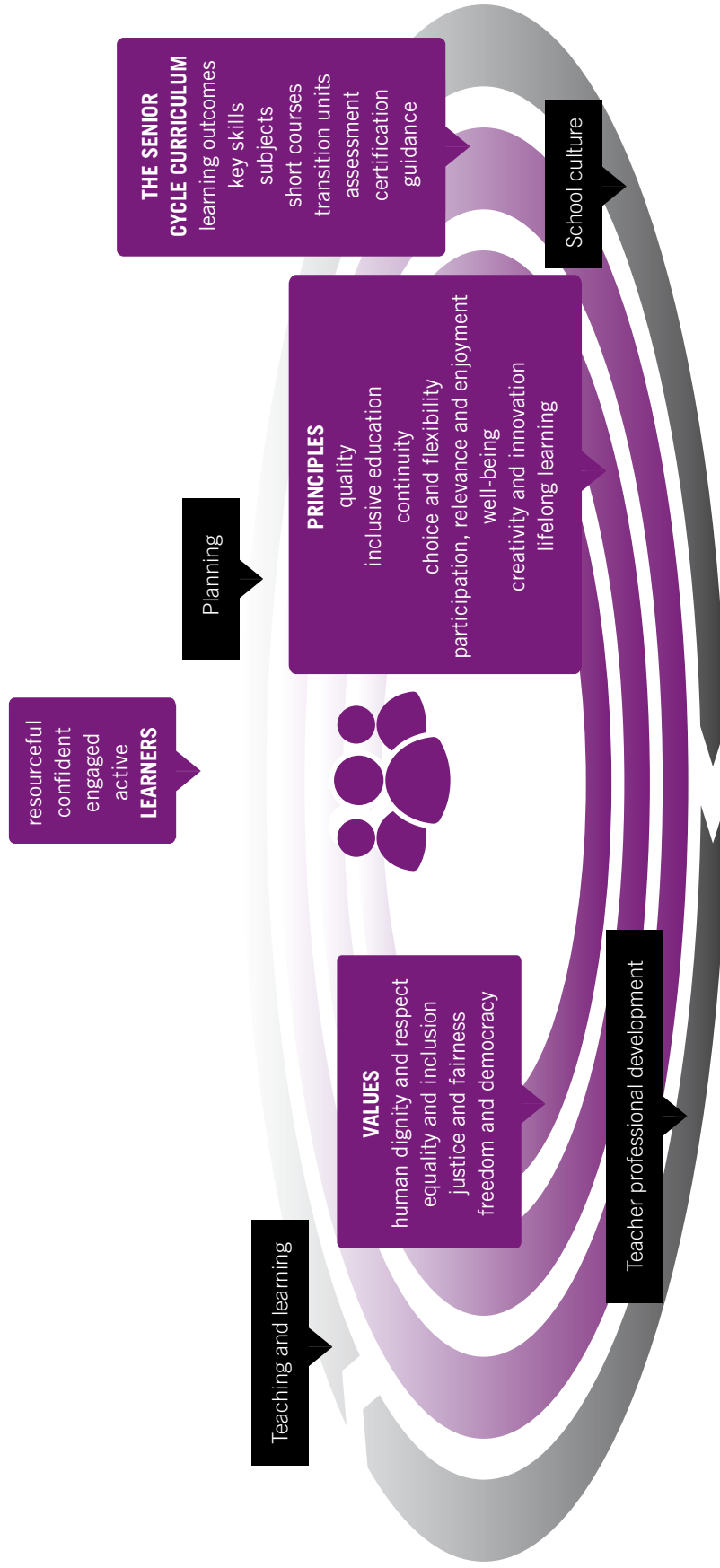
The vision of senior cycle education sees the learner at the centre of the educational experience. That experience will enable learners to be resourceful, to be confident, to participate actively in society, and to build an interest in and ability to learn throughout their future lives.

This vision of the learner is underpinned by the values on which senior cycle is based and it is realised through the principles that inform the curriculum as it is experienced by learners in schools. The curriculum, including subjects and courses, embedded key skills, clearly expressed learning outcomes, and diverse approaches to assessment is the vehicle through which the vision becomes a reality for the learner.

At a practical level, the provision of a high quality educational experience in senior cycle is supported by

- effective curriculum planning, development and organisation
- teaching and learning approaches that motivate and interest learners, that enable them to progress, deepen and apply their learning, and that develop their capacity to reflect on their learning
- professional development for teachers and school management that enables them to lead curriculum development and change in their schools
- a school culture that respects learners, that encourages them to take responsibility for their own learning over time, and that promotes a love of learning.

Overview of senior cycle



Vision

LEARNERS COMPLETING SENIOR CYCLE ARE

RESOURCEFUL

they show their imagination, intelligence, intuition and other talents through

- curiosity
- enquiry
- open-mindedness
- reflection
- connecting learning
- innovation
- problem solving
- creativity

CONFIDENT

they develop their physical and mental well-being and become self-aware

- have high self-efficacy
- engage with ethics, values and beliefs
- welcome opportunities
- can cope with setbacks
- can effect positive change



ENGAGED

they participate in the social, community, national and international dimensions of their lives by

- showing respect for others
- forming and sustaining caring relationships
- making informed decisions
- building practical know-how
- taking interest in and responsibility for their social and physical environment
- developing moral/ethical and political understanding
- making lifestyle choices that are sustainable
- contributing to their own material well-being and the material well-being of society

ACTIVE LEARNERS

they pursue excellence in learning to the best of their ability and develop a love of learning by

- seeking and using knowledge, and understanding how knowledge is created
- experiencing passion for, rigour in and commitment to learning
- developing intellectual and critical thinking skills
- exercising autonomy and independence in learning
- managing their learning and making learning choices
- setting and achieving learning goals
- pursuing learning qualifications



POLITICS AND SOCIETY

INTRODUCTION AND RATIONALE

AIM

OBJECTIVES

RELATED LEARNING

Introduction and rationale

Politics and Society aims to develop the student's capacity to engage in reflective and active citizenship, informed by the insights and skills of social and political sciences.

The changing local, national and global environment presents many challenges and opportunities for young people. It also requires of them a range of skills, knowledge, values and attitudes in order that they can achieve their goals in this environment. These include:

- skills in critically assessing information and its sources and in gathering and processing information
- intercultural skills to enable them to communicate and work with people from diverse backgrounds in employment and in other settings
- an understanding of the processes of globalisation and individualisation and their opportunities and challenges
- the imagination to think creatively and to imagine new and alternative futures
- a willingness to play an active role in their society in whatever form they choose that to take
- a disposition towards taking responsibility for the outcomes of their actions.

Drawing in particular on the critical thinking and imagining skills and on the content knowledge of sociology, anthropology, political studies and philosophy, Politics and Society can, in collaboration with students' learning outside school, in home and community contexts, provide an opportunity for students to develop these skills, knowledge, values and attitudes.

Education for active citizenship has been a key theme in educational reform both in Ireland and internationally. The *Report of the Taskforce on Active Citizenship (2007)* has noted that:

... being an active citizen implies that we are aware and responsible members of a community. We can belong to a community in which there are many communities – sometimes with divergent values and identities – but all sharing some common sense

of responsibility and shared civic space. Indeed, developments such as the Good Friday Agreement and increased migration have extended traditional notions of Irishness.

Irish citizens are also citizens of the European Union. This dimension of citizenship, with associated rights and obligations, is of growing importance. We need to develop our understanding of the European dimension of Active Citizenship, between and among the people of Europe, within a European Union that is democratic and outward-looking, and which is strengthened and enriched through its cultural diversity...

Active Citizenship implies duties as well as rights and that everyone has both a responsibility and a right to contribute fully to society in Ireland, through an active and continuing engagement.

In achieving this vision of active citizenship based on extended notions of Irish and European identity, on rights and responsibilities, and on active participation of citizens, the taskforce noted the key role that education plays in supporting the development of active citizenship. The report of the Taskforce recommends the introduction of a citizenship programme as an examination subject at senior cycle.

Within the European Union there has also been a focus on education for active citizenship. The educational dimension of the Lisbon Strategy, which aims to make the EU the most competitive knowledge-based society in the world, includes a focus on the need to support active citizenship, equal opportunities, and social cohesion. The European Commission also proposed a set of eight key competences for lifelong learning in the EU, including 'social and civic competence' and 'cultural awareness and expression'.

Since 1997 the Council of Europe has been working on the area of 'Education for Democratic Citizenship'. It has identified that education for democratic citizenship should be at the heart of the reform and implementation of education policies and has recommended that all

levels of the education system should play their part in implementing this concept in the curriculum. In addition to the work of the EU and the Council of Europe, the United Nations General Assembly declared a *Decade of Education for Sustainable Development (2005–2014)*. In a European context, the United Nations Economic Commission for Europe took responsibility for this work and developed a *Strategy for the Decade*. This strategy refers to the need for education systems to reflect a set of core concepts, reflecting the economic, social and environmental dimensions of citizenship, locally and globally, in addition to systemic, critical and creative thinking skills and an ethical dimension. The need for education for active citizenship and human rights has also been emphasised within the United Nations Convention on the Rights of the Child.

Politics and Society can contribute to the development of active and participatory citizenship through education. Drawing on the skills and modes of analysis of social science and philosophical subjects such as sociology, anthropology, political studies and philosophy, it can play a key role in informing people as to how social and political institutions at local, national, European, and global level operate and of the importance of political and social institutions in shaping our society. The distinctive analytical frame of reference of these subjects can also help to develop skills of critical analysis that enable people to make an informed, considered and effective contribution to their society. The content of these subjects can support the development of an understanding of equality, inequality and diversity in a range of areas of human life, including gender, ethnicity and social class. Through active and participatory learning and through the experience of learning in the wider community, Politics and Society can enable young people to develop the skills appropriate for active and thoughtful participation in the life of their communities.

Aim

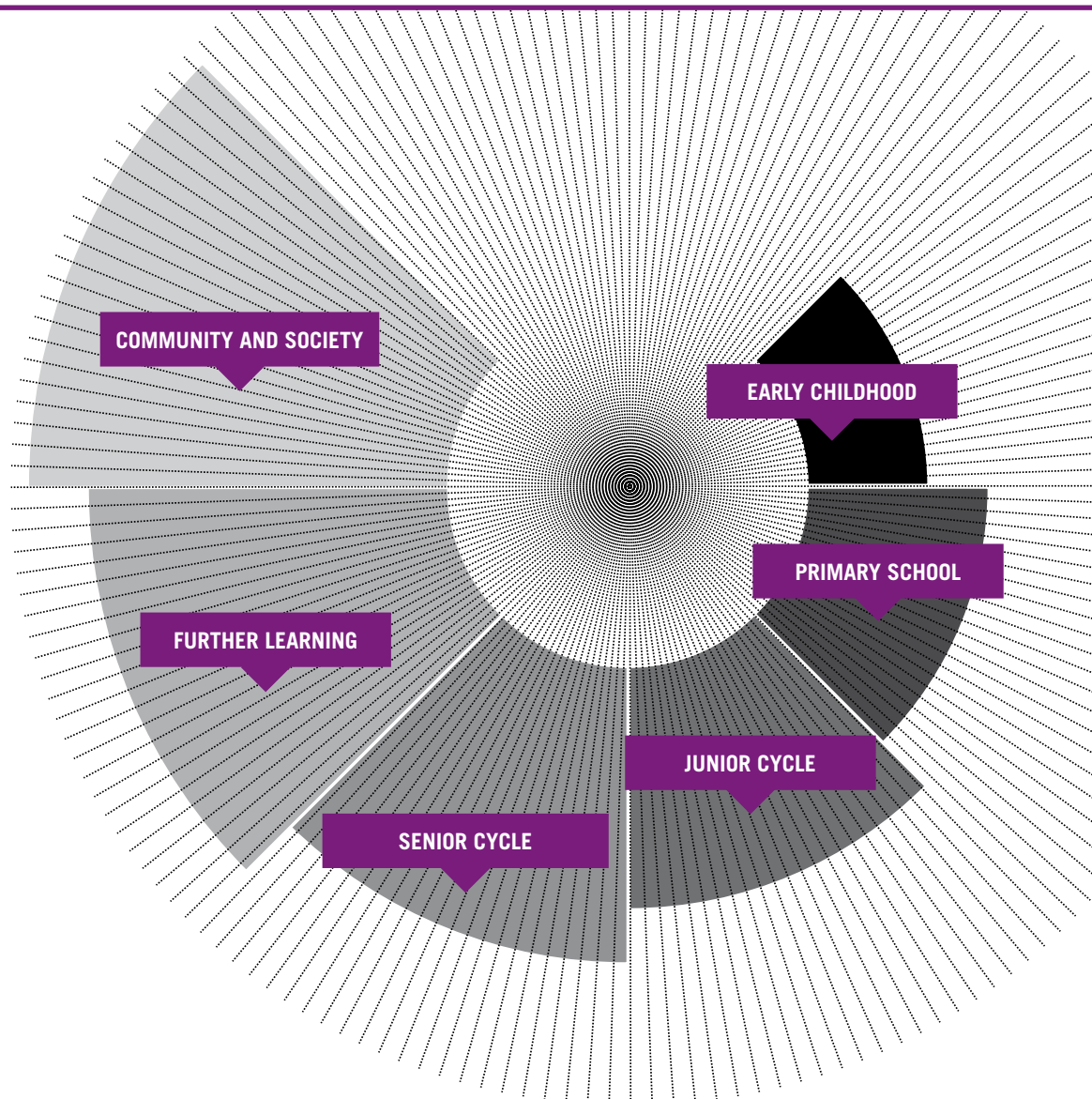
Leaving Certificate Politics and Society aims to develop the learner's capacity to engage in reflective and active citizenship, informed by the insights and skills of social and political sciences.

Objectives

The objectives of Leaving Certificate Politics and Society are to develop

- an understanding of the social systems within which people act, locally, nationally and more widely
- an understanding of concepts which underpin contemporary systems of government and of the diverse models for making these concepts operational
- an understanding of and a respect for human rights and responsibilities, for human dignity and for democratic modes of governance
- an understanding of and a respect for sustainable development
- a commitment to and a capacity for active participation in the student's social and political worlds
- a commitment to and a capacity for critical, discursive and independent thinking
- a commitment to and a capacity for engagement in peaceful and democratic means of resolving conflicts
- a sense of care for others and a respect for and a valuing of diversity in all areas of human life within the parameters of human rights principles
- the capacity to analyse and interpret qualitative and quantitative social and political research data, and to use such data carefully in coming to conclusions.

Related learning



Early Childhood

Children learn, often through play, the skills of successful interaction, and to apply in rudimentary form, concepts like fairness and rights. In coming to decisions they learn to quantify and to use information.

Primary School

Social, Personal and Health Education, provides opportunities to further develop their understanding of themselves in relation to other people, particularly through the strand 'Me and the Wider World'.

Junior Cycle

Learners continue to develop their understanding of their place in the world through Junior Certificate Civic, Social and Political Education (CSPE). Unit 1 of Politics and Society is focused on the concepts of interdependence and conflict and builds on the study of interdependence, rights and responsibilities, law and of democracy in CSPE. Unit 2 addresses globalisation and localisation and builds on the study of development, stewardship, human dignity and law in CSPE. The CSPE Action Project will also provide a reference point for students when they come to engage in the senior cycle active citizenship project.

Senior Cycle

The focus of Politics and Society, in part, corresponds to that of other senior cycle subjects, notably Geography, Home Economics, History, and Religious Education, and, to a lesser extent, Economics (in the areas of economic

systems and economic thought), English (in relation to social and media literacy) and Technology (in relation to technology and society). These correspondences arise from the fact that different disciplines share an underlying concern with core aspects of human life. The areas of study have been chosen to ensure that there is minimal overlap between the content of Politics and Society and the content addressed in other senior cycle subjects. On the few occasions where such overlaps exist, Politics and Society differs from other subjects in the perspectives, methods and modes of analysis that it brings to bear. Notwithstanding this difference in content and in approach, however, there will be significant opportunities for students to relate and integrate their learning between Politics and Society and these other subject areas.

Further Learning

Politics and Society provides an opportunity to link into social scientific and philosophical subjects in further and higher education. Such subjects are currently offered in higher education in the form of programmes in Sociology, Political Studies, Philosophy and Anthropology, as well as in Social Studies programmes (often linked to professional development in areas such as Social Work, Social Care and Human Resources Management). They are also usually included in interdisciplinary programmes such as Women's Studies, Peace and Development Studies and Equality Studies.

Community and Society

Learners engage in active and reflective citizenship through engagement in political processes and through the decisions they make in their work lives and their personal lives.

SYLLABUS OVERVIEW



STRUCTURE

TIME ALLOCATION

KEY SKILLS

TEACHING AND LEARNING

DIFFERENTIATION

Syllabus overview

Structure

Politics and Society is organised in two units, each structured around key concepts. These are:

- interdependence and conflict
- globalisation and localisation.

Unit 1 Interdependence and conflict 90 hours	Unit 2 Globalisation and localisation 90 hours
---	---

Unit 1 addresses foundational concepts in the study of Politics and Society and should be studied first. Unit 2 provides an opportunity to apply these foundational concepts in increasing depth.

A number of features also permeate both units. They are

- the discussion of the local, national, European and global dimensions of the issues studied
- the exploration of the similarities and differences in social and political practices around the world
- the application of human rights principles to the areas studied
- the analysis and interpretation of qualitative and quantitative social and political research data
- the use of active, participatory, democratic and discursive practices in teaching and learning.

Politics and Society is characterised by an exploration of different ideas regarding the most appropriate means and ends of human participation in civic, social and political life. Students take certain issues, they look at them in their own local context, then they also look at them in a different context and through this they engage in comparative study. Over the course of their studies, students will get to engage with a balance of national, European and wider world contexts and with both qualitative and quantitative data.

Framework for the use of comparative studies

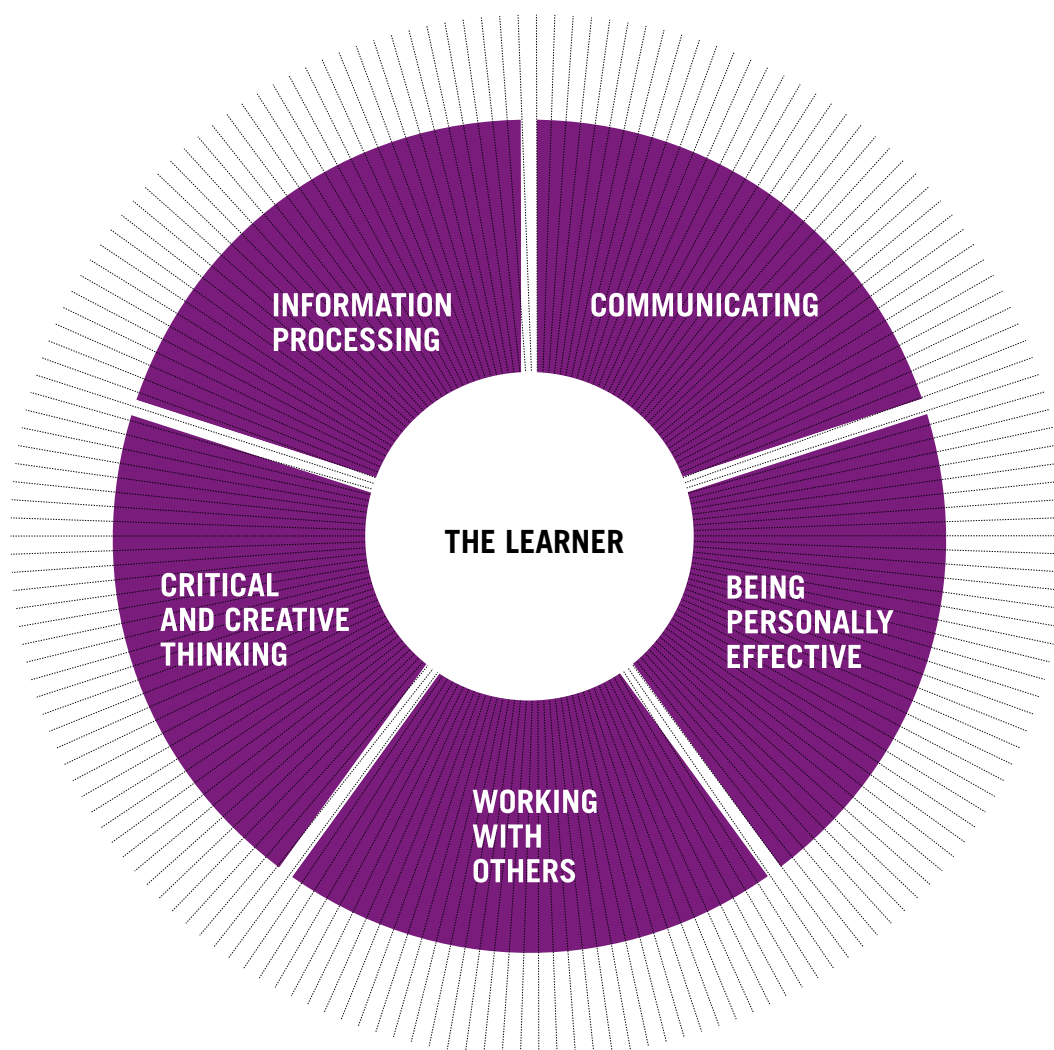


Through this engagement, students are confronted with a variety of perspectives and positions on political and social issues locally and in national, European and wider world contexts. Based on this engagement and with the use of appropriate data they are encouraged to come to their own decisions as to the most appropriate ways of acting in their society. The focus of attention is on the relevance of these different perspectives to students' lives and on the need for evidence and rigour in coming to decisions. Through active engagement in the practice of democratic problem-solving around this content material, students learn the skills as well as the content knowledge appropriate for democratic deliberation.

Time allocation

Politics and Society is designed to be taught in approximately 180 hours. It is recommended that a double class period is allocated each week to facilitate engagement in participatory learning activities and in undertaking project work.

Key skills



In senior cycle, there are five key skills identified as central to teaching and learning across the curriculum. These are *information processing*, *being personally effective*, *communicating*, *critical and creative thinking* and *working with others*. As learners engage with each of the key skills they grow in their knowledge about learning and their skills of learning, both in general terms and in the particular context of their own learning. Therefore, as learners absorb the five key skills they also learn how to learn. The key skills are embedded within the learning outcomes of Politics and Society and are assessed in the context of the assessment of those learning outcomes.

The following aspects of Politics and Society contribute to the development of key skills.

Learning outcomes

Learning outcomes are brief, clear, specific statements of the skills, knowledge, values and attitudes which it is expected students will be able to demonstrate as a result of the learning associated with the topic. Key skills such as information processing and critical and creative thinking are well represented in the learning outcomes through the focus on the use of diverse sources of information, on understanding different positions and on evaluating the evidence that supports or contradicts these positions. Skills related to being personally effective and working with others are also clearly articulated in the learning outcomes, in sections relating to the active citizenship project and to democratic practices in small groups.

Teaching and learning

The focus on active and participatory learning which is central to Politics and Society means that students can be engaged in learning activities that most directly match their own needs and ways of learning. Politics and Society involves engaging in democratic deliberation and in debating and interpreting diverse perspectives and positions on sociological and political issues. This requires the active engagement of students with the material. As such, a wide range of participatory and enquiry-focused teaching and learning activities are appropriate for Politics and Society, including, among others, class discussions and debate, photo and image work, ranking exercises, simulations, scenarios, role-playing, research projects (including surveys, interviews and case studies), and reflection on other life experiences. These activities facilitate a focus on developing key skills.

Assessment arrangements

The clarity of the learning outcomes will enable teachers to assess, in an on-going way, the learning of the students and to provide clear and supportive feedback as to how they can further develop their skills and capacities.

The active, discursive approach to learning in the course provides opportunities for formative assessment practices which promote the development of the five key skills. The assessment arrangements envisaged for this course will require students to present material which has been generated as a result, in part, of their involvement with key skills. In particular the report on the active citizenship project will draw on the key skills of working with others and of being personally effective. The case study section of the terminal examination will allow a focus on the key skills of information processing,

critical and creative thinking and working with others.

The skills of information processing, and critical and creative thinking as well as effective communication can also be assessed through all other elements of the assessment.

Teaching and learning

Through senior cycle education students are encouraged to develop the skills, knowledge, values and attitudes that will enable them to become independent learners and to develop a lifelong commitment to improving their learning. This kind of learning facilitates and is facilitated by students gradually taking responsibility for their own learning. Politics and Society supports this in a number of ways.

- By continually enabling teachers and students to explore concepts in ways which are relevant to student's own experiences and to local, Irish, European, and wider contexts, the course facilitates the selection of content material which best suits the needs and strengths of students.
- A wide range of participatory and enquiry-focused teaching and learning activities are appropriate for Politics and Society. This provides considerable flexibility for teachers and students to choose teaching and learning approaches that best reflect the strengths and needs of the students, enabling them to develop varied solutions to problems that are faced.
- By including a strong focus on reflection it enables students to monitor and evaluate their own learning and in doing so to develop an understanding of their own learning and a positive sense of their own capacity to learn.
- Politics and Society addresses the student as a whole person, by adopting a balanced approach focussed on the learning of appropriate content knowledge, the promotion of critical and creative thinking skills and of a disposition to be active in the students' own social world.
- Through the introduction of activities that promote independent learning and research, Politics and Society enables students to take control over their own learning process.

The learning outcomes of Politics and Society have been articulated with a number of key ideas in mind. The outcomes

- are learner-centred
- focus on developing the capacity for reflective and active citizenship
- focus on developing higher order critical and creative thinking skills
- promote integration of knowledge and understanding
- promote working with others in collaborative learning environments
- promote high expectations for all learners
- facilitate students in learning how to manage their own learning
- enable students to apply learning to new and different contexts.

The learning outcomes specified in each of the two units of Politics and Society provide a framework for teachers in assessing and supporting students' learning and are laid out in a fashion to assist teachers in communicating clearly with students the learning targets towards which they are aiming. In this sense they are supportive of assessment for learning approaches, which are essentially about using assessment in the classroom as a tool to improve students' learning, and are characterised by activities such as

- sharing learning intentions with students
- helping students to recognise standards they are aiming for through clear guidelines or exemplification
- involving students in assessing their own learning
- providing feedback which helps students to recognise what they must do to reach the desired standards
- communicating to every student a sense of confidence that they can improve
- adjusting teaching to take account of the results of assessment.

Differentiation

Differentiation in teaching and learning, in the syllabus and in related assessment arrangements, is essential in order to cater for and meet the needs of all students.

Politics and Society provides numerous opportunities for teachers to teach the subject and select content so that it directly meets the needs and interests of all students. The focus on active and participatory learning which is central to Politics and Society means that students can be engaged in learning activities that most directly match their own needs and ways of learning.

Differentiation can also be applied to the content addressed in class. The content matter of the course is specified in broad terms to allow the selection and exploration of topics in ways that are of most interest and relevance to the lives of the students.

In common with other syllabuses, Politics and Society will be assessed at both Higher and Ordinary levels. Those learning outcomes to be studied at Higher level only appear in **bold type**.

UNITS OF STUDY



UNIT 1: INTERDEPENDENCE AND CONFLICT

- Topic 1: Active citizenship
- Topic 2: Origins of social solidarity
- Topic 3: Democratic governance
- Topic 4: Democratic practices in small groups
- Topic 5: Cultural and normative accounts of social order
- Topic 6: Divisions in society
- Topic 7: Comparing perspectives on interdependence and divisions in society

UNIT 2: GLOBALISATION AND LOCALISATION

- Topic 8: Diversity in contemporary societies
- Topic 9: Understanding the relationship between equality and diversity
- Topic 10: Perspectives on development
- Topic 11: Understanding sustainable development

Learning outcomes to be studied at Higher level only appear in **bold type**.

Units of Study

Unit 1: Interdependence and conflict

In contemporary society humans depend on each other in many different ways, yet this interdependence can also be a source of conflict.

Many of the goods and services we use every day depend on a host of different people playing a variety of different roles in areas such as agriculture, industry, transport, retail, education and healthcare. Yet some argue that the division of roles in society also gives rise to inequality in income or in power between different people, such as between men and women, between different ethnic groups, or between different social groups. Indeed, while some see benefits in this division of roles, others argue that contemporary societies need to be fundamentally changed in order to make them fairer.

In everyday life we depend on each other to behave in ways that our society broadly deems reasonable. Some of these ways of behaving become formalised as laws, while others remain as cultural expectations, however both types play an important role in enabling us to interact with each other peacefully. Yet sometimes people disagree as to what constitutes a reasonable way to behave and some laws are the subject of considerable debate as to whether they are fair or unfair. Views also differ as to how much we need to or should share a common culture if we are to be able to live with each other.

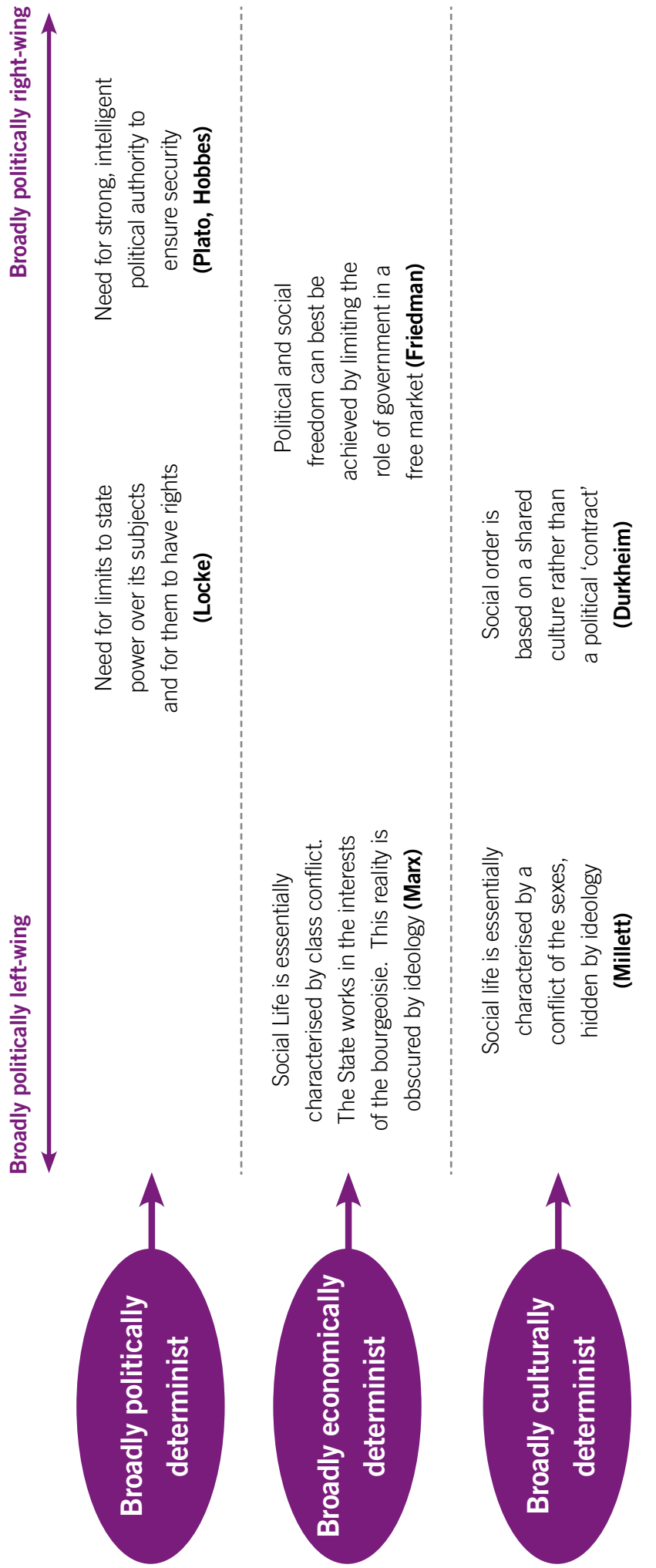
As a society we also give particular powers to groups like the police and the army in order to ensure our collective security. At the same time, in many societies there are concerns that the police, the government or the army may have too much power, and may work to undermine that collective security.

These debates have long been at the heart of social and political sciences. Many foundational notions in democracies (human rights, the separation of powers and the limited state) arise from the tension between the reality of our interdependence on the one hand and our tendency towards disagreement and conflict on the other.

Unit 1: Interdependence and conflict, allows for these foundational ideas in Politics and Society to be explored in a context of contestation and deliberation between positions and worldviews.

It is worth remembering that these foundational ideas were not developed by people who lived in ivory towers far removed from the cut and thrust of practical political and social life. Instead, they were almost always developed by those who were engaged in political or social activity, and as such, they are always intended to be ideas about and for action. As a consequence, Unit 1 begins by focusing on the skills of active participation in civic, social and political life that are to be learned through engagement with the Politics and Society course, before turning its attention to an exploration of interdependence and conflict. It should be noted that although the learning outcomes associated most directly with active citizenship are listed here in Unit 1, a capacity for engagement in active and reflective citizenship will be developed throughout the course.

Unit 1: Interdependence and conflict



Topic 1: Active citizenship

The development of a capacity for reflective and active citizenship is the core aim of Politics and Society. All its topics and units contribute to this aim.

One way in which students are enabled to crystallise and bring to bear their learning from across the two units will be through an active citizenship project which will be undertaken in relation to a theme drawn from either of the two units. This project enables the student to evaluate different opportunities for taking action, to justify the activity they choose and to evaluate their own experience of being an active participant in civic, social and political life. The learning associated with this project is outlined here in Topic 1. The topic itself will be chosen within the context of a brief outlining the parameters for the report which will be issued to students in advance of their commencing the project. The report of the project will be allocated a weighting of 20% of the marks in the final assessment of Politics and Society.

Students learn about	Students should be able to
<p>Students learn about</p> <p>1.1 becoming involved in, or starting an initiative, group or organisation addressing issues related to interdependence, conflict, sustainable development, equality or diversity</p>	<p>Students should be able to</p> <ul style="list-style-type: none"> • make contact with initiatives, groups or organisations addressing issues related to interdependence, conflict, sustainable development, equality or diversity • gather information relevant to their own participation in the organisation, group or initiative
<p>1.2 the ways of taking action at local, national or international level</p>	<ul style="list-style-type: none"> • describe the strengths and weaknesses of the ways of taking action at local, national or international level, including <ul style="list-style-type: none"> – charity work – campaigning work – action research • identify ways in which information and communication technology (ICT) can be used in support of particular ways of taking action • agree a form of action or participation to be undertaken with the organisation, group or initiative in question or develop a new initiative addressing interdependence or conflict issues, sustainable development, equality or diversity issues • justify the form of action which they have chosen to undertake in light of available alternatives
<p>1.3 identifying, evaluating and achieving personal and collective goals, including how to develop and evaluate action plans</p>	<ul style="list-style-type: none"> • set realistic personal and collective goals and targets to be achieved within a time frame • construct action plans to help reach the targets and identify methods for monitoring how well the plans are working (e.g. deadlines, feedback from others) • co-operate with group members to identify collective goals • co-operate with group members to identify how different roles can contribute to the overall goals • communicate ideas and needs within the group • identify any help and resources that will be needed to implement the plans and reach the targets • within a specific time frame, evaluate the extent to which the targets have been reached • engage in personal reflection on the process of setting goals or targets

Students learn about	Students should be able to
<p>1.4 developing personal qualities that help in new and difficult situations, such as taking initiative, being flexible, being reliable and being able to persevere when difficulties arise</p>	<ul style="list-style-type: none"> • recognise that new situations are likely to be uncertain and present personal challenges • take the initiative on some occasions and not always leave it to others • be flexible and be prepared to try a different approach • show that they are reliable in following through with tasks and undertakings
<p>1.5 appraising themselves, evaluating their own performance, receiving and responding to feedback on their performance</p>	<ul style="list-style-type: none"> • set time aside to take stock of current achievements and, with the help of others, to engage in an honest appraisal of their strengths and weaknesses • show the resilience to receive and make sense of feedback
<p>1.6 asserting themselves</p>	<ul style="list-style-type: none"> • recognise when and how to make their 'voices' heard • demonstrate skills at 'reading' social situations and responding appropriately • celebrate their achievements • develop strategies for maintaining a positive sense of self in the face of disappointment and frustration
<p>1.7 relating their participation at local level to different kinds of participation that are appropriate to citizens in wider society</p>	<ul style="list-style-type: none"> • identify the ways in which individuals can participate in contemporary debates in local, national, European and wider contexts • justify their decisions as to how they choose to participate in society in local, national, European and wider contexts

Topic 2: Origins of social solidarity

Topic 2 explores some ideas related to the need for solidarity between humans. It starts by asking what our lives would be like if we did not have some social and political structures to provide us with order and security. In a context in which students are enabled to apply this question to their own local environment, it also explores whether such social and political structures should always be based on democracy, or whether there are occasions (such as in schools and workplaces) that non-democratic forms of organisation are most appropriate. Through an exploration of these issues the topic allows for links to be drawn to Thomas Hobbes' classical argument that, without something to bind us together, we would live in a 'war of all against all' in which the lives of human beings would be solitary, poor, nasty, brutish and short. It allows students to explore the idea, shared by Hobbes and Plato, that a non-democratic ruler is the best means of securing this solidarity.

Students learn about	Students should be able to
<p>2.1 the idea of 'the war of all against all' and the need for structures and processes to maintain social order</p>	<ul style="list-style-type: none"> • describe the operation of institutions with which they are familiar which are not run on a democratic basis, including <ul style="list-style-type: none"> – schools – workplaces – non-democratic states • explore the arguments in favour and against such non-democratic governance • draw, where appropriate, on qualitative and quantitative research data to explore contexts within which decisions are made to restrict the freedoms of subjects without requiring their consent, including: <ul style="list-style-type: none"> – school rules – official secrets legislation – censorship – prohibitions on access to some websites by younger people
<p>2.2 arguments concerning the need for enlightened, non-democratic rulers</p>	<ul style="list-style-type: none"> • describe the political philosophies of Plato and Thomas Hobbes, with reference to <ul style="list-style-type: none"> – the need for a state to maintain order – the need for enlightened leadership to make decisions on behalf of the population – the views of these writers on whether this state needs democratic decision-making • critique the political philosophies of Plato and Thomas Hobbes with respect to <ul style="list-style-type: none"> – the inequalities of power within their proposed political models – the likelihood of their ideal societies giving rise to security and peace – Hobbes' views on human nature – Plato's characterisation of different 'classes' of humanity • apply these ideas of Hobbes and Plato, and the critiques of these ideas, to a local issue or to a context with which they are familiar • apply these ideas of Hobbes and Plato, and the critiques of these ideas, to a non-local setting from either a national or European or wider context, drawing where appropriate on qualitative or quantitative research data • compare the application of these ideas in these two different contexts – the local context and the broader context • evaluate the political perspectives of Plato and Hobbes with reference to the ideas of either Locke or Durkheim or Millet or Marx

Topic 3: Democratic governance

In this topic the arguments explored in topic 2 are contrasted with arguments in favour of democratic means of arriving at decisions. It asks if our need for rules and for order can give people in positions of power too much control over our lives and if we need to have ways of putting in place checks and balances to prevent others having too much power over us. This topic allows for an exploration of debates on the role of human rights in securing freedoms. This enables students to explore the operation of democratic practices in their own context and environment (such as in clubs, societies or in local government), and in national, European and wider societies more generally. Through this, it allows them to see the strengths and weaknesses of such checks and balances and to apply the thinking of more democratic writers, such as Locke, who argued that citizens should have rights and should be protected against a state that had too much control over their lives.

Students learn about	Students should be able to
3.1 arguments concerning the need to limit the power of rulers and the state	<ul style="list-style-type: none">• describe the operation of institutions with which they are familiar, which are run on a democratic basis• identify, with reference to examples, why systems of checks and balances are favoured in democratic organisations• apply the following concepts of John Locke to organisations with which they are familiar<ul style="list-style-type: none">– the social contract– rights– the limited state• critique Locke’s political philosophy with respect to<ul style="list-style-type: none">– a person’s consent to become part of a society– his arguments concerning a right to property• apply the following of Jean Jacques Rousseau’s ideas to organisations with which they are familiar<ul style="list-style-type: none">– civic republicanism– rights• critique Rousseau’s political philosophy with respect to<ul style="list-style-type: none">– his view of the role of science and literature in human advancement– his view of human nature• apply these ideas of Locke and Rousseau, and the critiques of these ideas, to a non-local setting from either a national or European or wider context, drawing where appropriate on qualitative or quantitative research data• compare the application of these ideas in these two different contexts – the local context and the broader context• explore the relationship between ethnic diversity and political stability in states that are relatively stable and those that are less stable• evaluate the political perspectives of Locke and Rousseau, with reference to the ideas of either Hobbes or Plato or Durkheim or Millett or Marx

Students learn about	Students should be able to
3.2 the concept of human rights	<ul style="list-style-type: none"> • list the main elements of, and the impact on Ireland of, the following international human rights agreements <ul style="list-style-type: none"> – Universal Declaration of Human Rights – International Convention on the Elimination of All Forms of Racial Discrimination – International Covenant on Civil and Political Rights – International Covenant on Economic, Social and Cultural Rights – Convention on the Rights of the Child – European Convention on Human Rights • illustrate with reference to the student's own environment what it means to see human rights as being <ul style="list-style-type: none"> – universal – indivisible – inalienable • describe Milton Friedman's arguments on the respective roles of economic liberty and of other rights in underpinning political and social freedom • illustrate with reference to Irish and wider world examples, the ways in which budgetary factors have an impact on the capacity of governments to support the social and economic rights as described in the Universal Declaration of Human Rights • evaluate the perspective of Milton Friedman on rights in comparison to the perspective which informs the European Convention on Human Rights
3.3 the concept of the separation of powers	<ul style="list-style-type: none"> • describe the concept of the separation of powers • present an overview of the operation of the executive, the legislative and the judicial branches of government in Ireland • present an overview of the operation of the executive, the legislative and the judicial branches of government in a non-local setting from either a European or wider world context, drawing where appropriate on qualitative or quantitative research data • compare two examples of the operation of these branches of government in these two different contexts (i.e. the Irish context and the other context studied)
3.4 the role of the media in a democracy	<ul style="list-style-type: none"> • describe what is meant by 'the freedom of the press' and 'the social responsibility of the press' • identify the roles which these principles are thought to play in democratic governance • using examples, evaluate the way in which the implementation of these concepts are influenced by <ul style="list-style-type: none"> – the ownership and control of the media – the role of advertising in media – the consumer targeting strategies adopted by the media

Students learn about	Students should be able to
3.5 the role of a constitution in maintaining rights	<ul style="list-style-type: none"> • identify the roles of a constitution in political and legal life • describe in general terms the main elements of the Irish constitution • evaluate arguments for changing aspects of the Irish constitution • compare the Irish position with that of a country that does not have a written constitution • contrast the strengths and weaknesses of having a written constitution against not having a written constitution
3.6 different voting mechanisms	<ul style="list-style-type: none"> • describe the following voting systems <ul style="list-style-type: none"> – proportional representation with single transferable vote – first past the post – list system – two-stage voting system – electoral college system • describe the approach to voter registration and eligibility to vote which is used in Ireland • describe the approach to voter registration and eligibility to vote which is used in another setting from either a European or wider world context, drawing where appropriate on qualitative or quantitative research data • compare and contrast these two examples of voter registration and eligibility in these two contexts

Topic 4: Democratic practices in small groups

This topic moves the focus of attention away from organisations and society and towards the level of face-to-face interaction between people. It allows students to explore the rules (often unspoken) that underpin interaction between people and provides them with an opportunity to think through what sorts of interaction in small groups are most conducive to peacefully solving conflicts. It encourages students to draw parallels between the ways of acting that make democratic problem solving work in small groups (such as active and critical listening, identifying the difference between reasoned and emotional arguments, and so on) and the sorts of actions that are appropriate from citizens in broader society. The skills outlined in this topic can be developed through group work in the context of all topics in Units 1 and 2.

Students learn about	Students should be able to
4.1 the unwritten rules of interaction in face-to-face situations	<ul style="list-style-type: none"> • identify the following ideas of the 'dramaturgical' perspective <ul style="list-style-type: none"> – impression management – front and backstage regions of interaction – the idea that people take on the versions of themselves they see reflected in others' reactions to them (labelling)
4.2 developing good relationships with others and a sense of well being in the group	<ul style="list-style-type: none"> • participate in group processes through being able to <ul style="list-style-type: none"> – listen carefully to other points of view – develop empathy and see alternative perspectives – express emotion in appropriate ways – help others to feel included in the group – help motivate the group to persist in the face of difficulties – celebrate the achievements of the group
4.3 acknowledging individual differences and negotiating and resolving conflicts	<ul style="list-style-type: none"> • deal with conflict in the group through being able to <ul style="list-style-type: none"> – respect the rights and views of others in the group – take responsibility for their own participation in the group – develop empathy by imagining the situation from other peoples' point of view – separate personal and relational issues from the issue under discussion – use techniques to help explore alternative solutions and options such as brainstorming, visualisation, listing positive/negative/interesting attributes – identify areas of agreement and disagreement among the different positions – make suggestions about possible compromises and alternative ways forward – predict the likely consequences of options and alternatives and systematically examine the pros and cons of each – recognise the impact of real-world constraints – evaluate outcomes of solutions and decisions both in the short and long term – appreciate the likely bias in analysing by hindsight – agree ways to resolve conflict

Students learn about	Students should be able to
<p>4.4 engaging in debate, problem solving and argument in a critical and creative way</p>	<ul style="list-style-type: none"> • engage in the group's process in a reasoned way, through being able to <ul style="list-style-type: none"> – understand the difference between opinion, reasoned judgment and fact – judge the credibility of an information source using criteria such as authorship, currency, potential bias – recognise components of an argument such as assumptions, reasons, counter-arguments and conclusions – be sufficiently open minded and curious to engage in speculation and argument – recognise the effects of using emotive words in arguments – recognise the role of emotion as well as logic in swaying people's judgements – elicit opinions, views and emotions from others through the appropriate use of questioning and responding strategies – respond perceptively to contributions made by others
<p>4.5 relating democratic practices in small groups to the kinds of practices that are appropriate from citizens in wider society</p>	<ul style="list-style-type: none"> • identify the ways in which individuals can participate in contemporary debates in local, national, European and wider contexts • identify how the skills of democratic participation in small groups could be appropriately used in this wider context

Topic 5: Cultural and normative accounts of social order

This topic builds upon the idea, explored in the previous topic, that there are often unspoken rules that underpin and make possible our interaction with each other. It explores the ways in which such rules or norms of behaviour can be as important as, or more important than, formal rules and laws in maintaining order. By looking at their own environment and experience, students have an opportunity to explore the relative importance of cultural norms and legal rules in shaping human behaviour and interaction. Through this focus on their local context they also have an opportunity to explore the classical ideas of Emile Durkheim on the value to individuals of having a shared culture which provides us with expectations of ourselves and others. Students also explore the more recent, highly influential ideas of Anthony Giddens on the ways in which people are shaped by, but also change, their own culture.

Students learn about	Students should be able to
5.1 the sociological use of the term 'culture'	<ul style="list-style-type: none"> • identify the sorts of unwritten rules (values, norms and beliefs) that make up their culture, drawing where possible on their own environment • describe Anthony Giddens's account of culture as <ul style="list-style-type: none"> – enabling and constraining – created by human action and at the same time a shaper of human action • apply these ideas of Giddens to a local issue or to a context with which they are familiar • apply these ideas of Giddens to another setting from either a national or European or wider world context, drawing where appropriate on qualitative or quantitative research data • compare the application of these ideas in these two different contexts – the local context and the broader context
5.2 arguments regarding the role of culture and norms in maintaining order	<ul style="list-style-type: none"> • compare the role of norms and values to the role of law in maintaining social order
5.3 'Functionalist' accounts of social order	<ul style="list-style-type: none"> • apply the 'organic analogy', illustrating interdependence in societies, to the student's local context or to a context with which they are familiar • critique the 'organic analogy' • describe the social theory of Emile Durkheim with respect to <ul style="list-style-type: none"> – his view that culture provides a framework that enables social solidarity – his views on the dangers of anomie in the context of rapid social change • critique the social theory of Emile Durkheim with respect to <ul style="list-style-type: none"> – his emphasis on cultural (rather than political or economic) aspects of social life – his concept of anomie – the appropriateness of his concerns regarding social change • apply these ideas of Durkheim, and the critiques of these ideas, to a local issue or to a context with which they are familiar • apply these ideas of Durkheim, and the critiques of these ideas, to another setting from either a national or European or wider world context, drawing where appropriate on qualitative or quantitative research data • compare the application of these ideas in these two different contexts – the local context and the broader context • evaluate the social theory of Durkheim with reference to the ideas of either Locke or Hobbes or Plato or Millet or Marx

Topic 6: Divisions in society

While topics 2 to 5 tend to focus on the ways in which social order can be built, this topic turns its attention to those who argue that contemporary society is actually best characterised by a conflict of interests between those who have wealth or power and those who do not, and that true solidarity can only be built by radically reshaping society. Here students explore the extent to which contemporary societies have ‘winners’ and ‘losers’ and whether those who have power in society use it in everyone’s interests or in the interests of the few. It is sometimes argued that social categories like social class, gender and ethnicity affect people’s life chances. Using examples from their own lives, as well as those from society more generally, students can explore whether people are treated differently or unfairly based on their gender or on their social class (students will have an opportunity to explore ethnicity in more detail in Unit 2). Using real-life data and examples, they have an opportunity to explore the ground-breaking ideas of Karl Marx, who focussed mainly on economic inequalities and economic institutions, and those of Kate Millett, who focussed centrally on gender-based inequalities in power and resources.

Students learn about	Students should be able to
<p>6.1 the view that society is fundamentally characterised by conflict between interest groups</p>	<ul style="list-style-type: none"> • explain the perspective which sees society as characterised by fundamental conflict between groups, with particular reference to <ul style="list-style-type: none"> – social class groups as described by Marx – gender groups as described by feminists – ethnic groups as described by ethnicity theorists • draw, where appropriate, on qualitative and quantitative research data to illustrate these ideas with reference to their own experience
<p>6.2 Marxist conceptions of the political and social world</p>	<ul style="list-style-type: none"> • describe the political and social theories of Karl Marx, with reference to <ul style="list-style-type: none"> – his focus on economic inequalities as being the foundation of contemporary societies – his view of the role of the state in the service of the bourgeoisie – his view of ideology as a veil that hides exploitation from the exploited – his view of social change in the past and future • critique Marxist worldviews with reference to <ul style="list-style-type: none"> – the utility of these perspectives for understanding contemporary societies – the usefulness of their proposed solutions to the problems they identify • apply the ideas of Marx, and the critiques of these ideas, to a local issue or to a context with which they are familiar • apply the ideas of Marx, and the critiques of these ideas, to another setting from either a national or European or wider world context, drawing where appropriate on qualitative or quantitative research data • compare the application of these ideas in these two different contexts <ul style="list-style-type: none"> – the local context and the broader context • describe the usage of the concept of social class in these contemporary contexts <ul style="list-style-type: none"> – the Irish census – consumer categorisation • evaluate in general terms the political and social theory of Marx with reference to the ideas of either Locke or Hobbes or Plato or Durkheim or Millet

Students learn about

Students should be able to

6.3 the feminist analysis of Millett

- describe the political and social theory of Kate Millett with reference to her view of
 - the relationship of power between the sexes
 - how that power is seen in interpersonal relationships and at national and international levels
 - the role of the family in relation to such power relations
 - the sort of social change that is necessary to address these issues
- critique Millett's perspective with reference to
 - the utility of her analysis for understanding contemporary societies
 - her perspective on the role of the family in society
 - the usefulness of her proposed solutions to the problems she identifies
- apply these ideas of Millett, and the critiques of these ideas, to a local issue or to a context with which they are familiar
- apply these ideas of Millett, and the critiques of these ideas, to another setting from either a national or European or wider world context, drawing where appropriate on qualitative or quantitative research data
- compare the application of these ideas in these two different contexts
 - the local context and the broader context
- **evaluate in general terms the social theory of Millett with reference to the ideas of either Locke or Hobbes or Plato or Marx or Durkheim**

Topic 7: Comparing perspectives on interdependence and divisions in society

This topic provides the opportunity to relate the different perspectives running through Unit 1 to each other. It explores the various ways in which notions of conflict and interdependence are understood. It allows for the same ideas to be understood in terms of their focus on the primacy of political, cultural or economic institutions. Unit 2 builds on this approach to categorising and re-categorising positions by continuing the focus on enabling students to see experiences, data and examples from a range of perspectives.

Students learn about	Students should be able to
7.1 interdependence-focused and conflict-focused perspectives on society	<ul style="list-style-type: none">• describe the different ways in which theorists see interdependence and conflict in society• contrast the main elements of the 'right-wing' worldview with the main elements of the 'left-wing' worldview
7.2 economic determinism, cultural determinism and political determinism as perspectives on society	<ul style="list-style-type: none">• categorise a range of theorists and positions studied as being economic determinist, cultural determinist, or political determinist• describe what it means to see a focus on economic factors, cultural factors or political factors as lenses which tell us something different about human societies• contrast the main elements of the economic determinist position, the cultural determinist position and the political determinist position

Unit 2: Globalisation and localisation

Globalisation concerns the interconnectedness of the diverse parts of the globe through increased and higher-speed communications, through the increased integration of local economies and national political units into a more global economic and political context, and through the cultural exchange that arises from these processes. Although it can be regarded as an abstract idea, globalisation can be seen to have an enormous impact upon people's lives today, for example in the changing social and cultural make-up of contemporary societies, in the use of communication technology, in the jobs that people do and the ones they will do in the future, in the impact of international political institutions upon people's lives, in the changing nature of civil society organisations, and in the capacity of people to impact upon national and international political institutions.

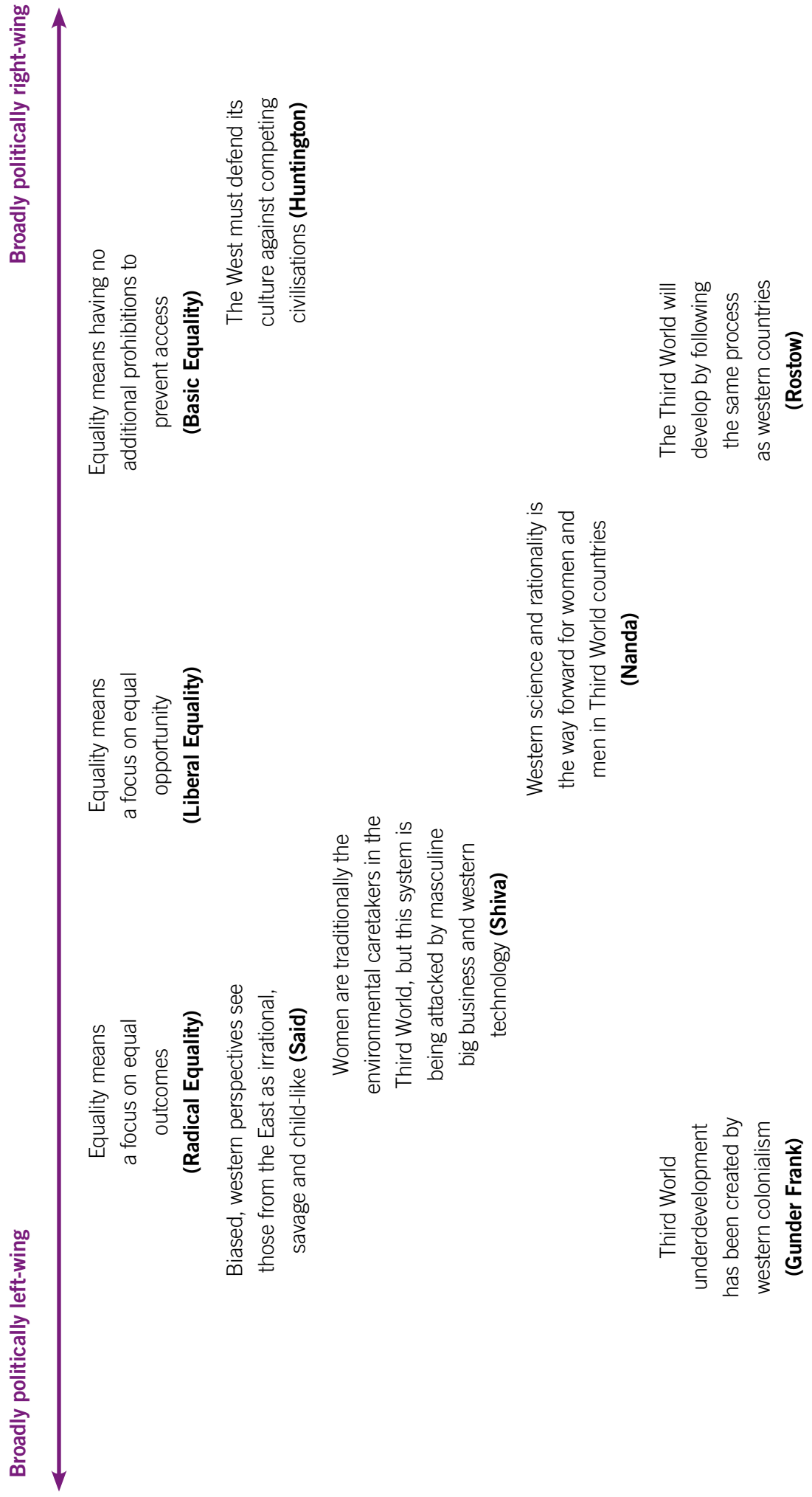
It is sometimes argued that, alongside an increased focus on the 'global' the contemporary world is equally marked by an increased focus on the 'local'. This is reflected in a growing interest in 'identity' and in the politics of identity, in a growing recognition of diversity within countries and communities, and in a growing recognition of the ways in which the 'global' has impacts which are 'local', and in ways in which the 'local' has impacts which are 'global'.

There are many ways in which globalisation and localisation can be explored in contemporary societies. This unit looks at two of them: a focus on the politics of diversity and a focus on development that is sustainable. This unit begins with an exploration of the growing diversity and the growing recognition of diversity in the students' own local context and in their wider society. It looks at the ways in which cultures change and explores the complex political challenges which are faced in seeking to ensure equality in the context of such diversity.

Building on this idea of social change it then asks what we mean by 'development'. It explores different views of the ways in which local developments are linked to more global developments, such as in different perspectives on the role of multinational companies in local areas. These local issues are mirrored in other countries throughout the world. Students may also have experience of engagement with development issues, such as through charity work, through campaigns or through linkages. Another source of conflict in relation to development is the potential medium-term and long-term impact of proposed developments; in other words, about whether such developments are sustainable.

As with other areas of Politics and Society, this unit is marked by debate and discussion between different perspectives. These different perspectives can even be seen in the language which different groups use to describe the same phenomenon. For example, the term 'Third World' is the subject of debate and discussion. While some argue against using this term, feeling that it creates a distance between the 'First' and the 'Third' World, others support its use, arguing that the term was originally developed to suggest that former colonies could become a 'third force' in world politics (in addition to the two power blocks of the Cold War era). Other possible terms include developing world, underdeveloped world, less-developed world and majority world. Each of these terms is equally contested. For the student, this unit provides an opportunity to explore these different perspectives, in practice.

Unit 2: Globalisation and localisation



Topic 8: Diversity in contemporary societies

One of the impacts of globalisation has been an increase in travel and migration around the globe. This has led to contemporary societies being increasingly diverse. Globalisation is also associated with an increased focus on identity and on the politics of identity. Both these ideas are represented in this topic which looks at the diversity that is a characteristic of contemporary societies. It begins with an exploration of the diversity which is within the students' own environment. In this way, and drawing on an anthropological perspective, it provides an opportunity to contrast cultural practices which are accepted as normal in their own environment with those that are characterised as normal in other contexts. Building on this, it provides them with an opportunity to think about the ways in which other cultures are characterised within their own culture, and to discuss the appropriate relationship between different cultures. In this context, students will have the chance to examine two alternative perspectives on the relationship between 'western' culture and other cultures: the perspective of Samuel Huntington, an influential, contemporary political theorist, who sees the 'west' as being engaged in a clash of civilisations against other great civilisations (including Islam and China); and the perspective of Edward Said who argues that the western view of the 'east' is a biased view which sees the 'east' as savage, child-like and illogical.

Students learn about	Students should be able to
8.1 the changing nature of diversity in a range of contexts	<ul style="list-style-type: none"> • describe patterns of ethnic and cultural diversity which exist, and those which have historically existed, in local context including <ul style="list-style-type: none"> – Traveller community and other ethnic diversity – language diversity – religious diversity • describe the patterns of ethnic and cultural diversity which exist, and those which have historically existed, in another setting from either a national or European or wider world context, drawing where appropriate on qualitative or quantitative research data • identify the economic, political and social processes of globalisation which give rise to such diversity and to the recognition of this diversity • compare the experience of diversity in these two different contexts – the local context and the broader context
8.2 diversity as a normal part of human life	<ul style="list-style-type: none"> • identify that humans have developed a variety of means of acting, thinking and feeling across a range of cultures • draw, where appropriate, on their own experiences and on qualitative and quantitative research data, to illustrate this idea
8.3 diversity within cultures and between them	<ul style="list-style-type: none"> • identify the diversity within cultures (including the student's own culture) with particular reference to the nine grounds under which discrimination is illegal in Irish law (gender, family status, marital status, sexual orientation, religion, age, disability, race, membership of the Traveller community)
8.4 processes of cultural mixing and exchange	<ul style="list-style-type: none"> • draw, where appropriate, on examples from their own environment and from qualitative and quantitative research data to illustrate the idea that cultures are the product of a process of mixing and adaptation and that they do not stay static across time • explore the role of information and communication technology and of the media in the processes of cultural mixing and sharing • debate, with reference to qualitative or quantitative data, whether or not this process of cultural mixing and adaptation is leading to a homogenisation of culture across the globe

Students learn about	Students should be able to
8.5 human rights as a benchmark in relation to cultural and political differences	<ul style="list-style-type: none"> • describe cultural or political practices in western and non-western cultures which are not in keeping with a human rights perspective • apply human rights concepts to cultural diversity issues within either Ireland or Europe or the wider world
8.6 debates regarding the interaction between western and non-western cultures	<ul style="list-style-type: none"> • describe Edward Said's perspective on the relationship between western and non-western cultures, with specific reference to <ul style="list-style-type: none"> – his view of how the west sees itself and sees non-western cultures – his view of the impact of this on contemporary interactions between the western and non-western world • describe Samuel Huntington's perspective on the relationship between western and non-western cultures, with specific reference to: <ul style="list-style-type: none"> – his concept of the clash of civilisations – his account of the major civilisations in the contemporary world – the implications of his perspective for the western world's interactions with the non-western world • critique these two perspectives with respect to: <ul style="list-style-type: none"> – the empirical evidence to support each set of claims – their conceptualisation of culture and of cultural difference • apply these ideas of Said and Huntington, and the critiques of these ideas, to a local issue or to an issue with which they are familiar • apply these ideas of Said and Huntington, and the critiques of these ideas, to another setting from either a national or European or wider world context, drawing where appropriate on qualitative or quantitative research data • compare the application of these ideas in these two different contexts – the local context and the broader context • evaluate the social theory of Said and Huntington with reference to each other's work and with reference to the ideas of Shiva or Rostow or Gunder Frank

Topic 9: Understanding the relationship between equality and diversity

In a context in which society is characterised by increased diversity and increased recognition of diversity, what does equality mean in practice, and how can it be achieved? This topic enables the student to explore, through their own experiences, the difficult decision-making processes that face politicians, policymakers and us all in trying to realise equality in the context of diversity. It explores three approaches to equality: basic accounts which focus on equality of access; more liberal accounts focusing on equality of opportunity; and more expansive or radical accounts focusing on equality of outcome. The way in which the concept of equality is articulated in Irish legislation is also considered.

Students learn about	Students should be able to
9.1 different understandings of equality	<ul style="list-style-type: none"> • apply the concepts of equality of access, opportunity, participation and outcome to the student's own environment, including the school environment • distinguish between basic, liberal and radical understandings of equality • illustrate this distinction with reference to examples from their own local context • illustrate this distinction with reference to an example from either a national or European or wider world context, drawing where appropriate on qualitative or quantitative research data • compare the application of these ideas in these two different contexts – the local context and the broader context
9.2 equality in Irish legislation	<ul style="list-style-type: none"> • describe the nine grounds under which discrimination is illegal in Irish law (gender, family status, marital status, sexual orientation, religion, age, disability, race, membership of the Traveller community) • explain the meaning of the following equality-related concepts <ul style="list-style-type: none"> – distinction between legal and illegal acts of discrimination – the distinction between direct and indirect discrimination – the concept of 'positive action' for equality as it is applied in Irish legislation • illustrate these equality-related concepts with reference to a local issue or to a context with which they are familiar • illustrate these equality-related concepts with reference to another setting from either a national or European or wider world context, drawing where appropriate on qualitative or quantitative research data • compare the main points of Irish equality legislation with the approaches taken in other countries, in Europe and in the wider world • evaluate arguments for changing aspects of Irish equality legislation

Topic 10: Perspectives on development

Topics 8 and 9 have explored some of the ways in which contemporary societies are changing. This topic begins with the question of whether the changes evident in contemporary societies could be characterised as development. Through this, students have an opportunity to explore the meaning of development. Students then explore the different ways in which people see the linkages between the local and the global in the processes of development. This allows them to explore the idea that interdependence and inter-linkages between different parts of the globe (such as through multinational companies or through trade links) is a positive force for global development in that it provides employment opportunities to developing countries as well as opportunities for them to learn from more developed countries and economies. Students also explore the alternative view, that these inter-linkages simply provide opportunities for strong, wealthy economies to exploit poorer economies. These ideas can be explored by students within their own local context, as well as through an exploration of the positive and negative impacts of Irish and European linkages with the Third World (for example through trade, aid or through travel). In these contexts, the seminal perspectives of W.W. Rostow and Andre Gunder Frank on national and global development are considered. The work of various development organisations can also be explored and located in terms of these two perspectives.

Students learn about	Students should be able to
10.1 the politics of development at local and global levels	<ul style="list-style-type: none"> • describe their experience and understanding of change to local communities within the last thirty years • evaluate the extent to which these changes might be described as development or not • identify the major bodies or groups that play a role in local and global development/underdevelopment at local, national and global level, such as <ul style="list-style-type: none"> – local groups – business groups – government departments and governmental bodies – national and international non-governmental bodies – the European Union – intergovernmental bodies, including the International Monetary Fund, World Trade Organisation, World Bank and the United Nations Development Programme • describe the Irish governmental decision-making process relating to a development issue in the students' own local area or in a context with which they are familiar • describe the decision-making process relating to a development issue in either a European or wider world context, drawing where appropriate on qualitative or quantitative research data • evaluate the decision-making process in these two different contexts – the local context and the broader context • identify the main elements and effects of the United Nations Declaration on the Right to Development

Students learn about	Students should be able to
10.2 different perspectives on development	<ul style="list-style-type: none"> • describe the main elements of modernisation theory, with particular reference to the following elements of the social and political theory of W.W. Rostow <ul style="list-style-type: none"> – his concept of the stages of economic growth – his views on the role of culture in creating the context for rapid economic growth – his views on how western countries can aid development in less-developed countries • describe the main elements of dependency theory, with particular reference to the following elements of the social and political theory of André Gunder Frank <ul style="list-style-type: none"> – his concept of ‘the development of underdevelopment’ – his views on the role of colonialism in generating Third World underdevelopment – his views on the role of trade and the terms of trade in generating Third World underdevelopment – his views on how development can best be achieved in Third World countries • compare both perspectives under the headings of <ul style="list-style-type: none"> – the relationship between westernisation and development – their view of the role of culture, politics and economics in development – their view of the role of the terms of trade in development and underdevelopment – the role they ascribe to colonialism in development and underdevelopment • apply the competing ideas of Rostow and Frank to a local issue or initiative, or to a context with which they are familiar • apply the competing ideas of Rostow and Frank, to another setting from either a national or European or wider world context, drawing where appropriate on qualitative or quantitative research data • compare the application of these ideas in these two different contexts – the local context and the broader context • evaluate the theories of Rostow and Gunder Frank with reference to each other’s work and with reference to the work of either Huntington or Said or Shiva or Nanda
10.3 measuring development	<ul style="list-style-type: none"> • compare the usefulness of GDP per capita, the Human Development Index and the Gender Development Index as three means for measuring human development • account for the differences in the way in which each of these measures rank different countries

Topic 11: Understanding sustainable development

One of the elements which links the global and the local is the natural environment, and developments which take place at a local level can have environmental impacts which are felt across the globe. This topic explores how the different ideas on environmental sustainability can be related to ideas on the processes of global development. It allows students to explore the ways in which developments can impact upon people's culture and the different impacts of such changes on different groups – such as on men and on women. This provides a context in which they can explore the ideas of two contemporary Indian women writers who are engaged on different sides of the globalisation debates, Vandana Shiva and Meera Nanda. Shiva, whose ideas have gained considerable influence among anti-globalisation activists, argues that western science and western business have tended to destroy the environmental stewardship which women in Third World countries practiced and have tended to impoverish these women. Nanda provides a Third World critique of such anti-globalisation thinking and argues that (global) science is the way through which women and men in the Third World can escape from oppressive traditional practices. This topic also looks at the ways in which agreements on sustainable development have been reached.

Students learn about	Students should be able to
11.1 the definition of sustainable development	<ul style="list-style-type: none"> • identify potential long-term and medium-term environmental effects of developments in their local environment • explain the concept of sustainable development • describe, using examples from qualitative and quantitative data, what this means in terms of <ul style="list-style-type: none"> – differentiating between needs and wants – treating the needs of future generations with the same respect as the needs of the current generation – applying the concept of equality between different parts of the earth
11.2 linking global development to sustainability	<ul style="list-style-type: none"> • identify, drawing on qualitative and quantitative research data, the linkages between climate change and global and local development challenges • describe the theory of 'demographic transition' as it relates to <ul style="list-style-type: none"> – the development process – the relationship between population and the carrying capacity of the environment • apply the concept of 'ecological footprint' to their local environment • apply the concept of 'ecological footprint' to another setting from either a national or European or wider world context, drawing where appropriate on qualitative or quantitative research data • compare the application of this idea in these two different contexts • evaluate 'ecological footprint' as a measurement tool that explores both inequality and environmental impact • describe the perspectives on environment and development of Vandana Shiva, with reference to <ul style="list-style-type: none"> – her distinction between subsistence and poverty – her views on the traditional role of women in environmental stewardship – her view on the role of science, business and international development agencies in sustainable development • describe the perspectives on environment and development of Meera Nanda, with reference to <ul style="list-style-type: none"> – her critique of Shiva's perspective on the role of science in sustainable development – her view on the impact of Shiva's campaigns on rural women and on the poor

Students learn about	Students should be able to
	<ul style="list-style-type: none"> • critically evaluate, using evidence, each of these perspectives in terms of: <ul style="list-style-type: none"> – its perspective on the relationship between science, culture and development – its utility to development work – its utility to environmental sustainability work • evaluate the perspectives of Shiva and Nanda, with reference to each other and with reference to the ideas of either Said or Rostow or Gunder Frank
11.3 the global politics of sustainable development	<ul style="list-style-type: none"> • describe the processes of political decision making which gave rise to one of the following major international sustainable development outcomes <ul style="list-style-type: none"> – the Rio Declaration – the Kyoto Protocol – the International Panel on Climate Change reports – the Doha Development Round of the World Trade Organisation Talks • evaluate the role of Ireland and of the European Union in this decision-making process • evaluate the outcomes of this decision-making process

ASSESSMENT



ASSESSMENT IN LEAVING CERTIFICATE POLITICS AND SOCIETY

ASSESSMENT COMPONENTS

GENERAL ASSESSMENT CRITERIA

Assessment

Assessment in Leaving Certificate Politics and Society

Assessment for certification in Politics and Society will be based on the learning outcomes as outlined in the syllabus. Differentiation at the point of assessment will be achieved through examinations at two levels – Ordinary level and Higher level. There are two assessment components.

1. Report on an active citizenship project.
2. Terminal examination.

Assessment components

Report on an active citizenship project

The inclusion of the report on the active citizenship project as an element of the assessment procedure for Politics and Society in the Leaving Certificate examination arises from the nature of the subject. Students should be afforded an opportunity to engage in extended reflection, research and analysis. The results of this process, the report, will be submitted for assessment. The report will be submitted in written, audio or video formats within specified parameters for marking by an external examiner. A brief outlining the parameters for the report will be issued in advance.

Assessment of the report will be based on the following:

- capacity to provide a clear rationale for the group/initiative/organisation chosen/formed and for the activity undertaken
- evidence of learning gained from the course and of information gleaned from taking part
- account of the learning process
 - the capacity to be personally effective in active citizenship contexts
 - the process of negotiating with others in relation to the active citizenship project.

The report must be the student's own work. While students may work together on their active citizenship project, they should report individually on their own learning and be assessed as individuals. A verification procedure will be in place to ensure that work is verified as being the student's own work.

The written examination

The written examination will examine the following

- knowledge and understanding
- analysis and interpretation of qualitative and/or quantitative social and political data
- capacity to form reasonable and logical argument
 - clarity and coherence in argument and management of ideas.

The percentage of total marks allocated to this component is 80%.

The examination has three sections.

Question type	Options	Response format	Weighting
Short questions	Number of questions to be attempted from a set	Completed on paper	20%
Extended response questions on data-based case study	Set of unseen questions	Constructed response	30%
Discursive essay	Number of topics given	Essay	30%

Course Area	Options	Response format	Weighting
Active citizenship	An active citizenship project	Written report	20%

General assessment criteria

Active Citizenship Report

A high level of achievement is characterised by thorough and personal responses to the task. The student's report provides clear evidence of engagement with the project, displaying a capacity to reflect upon the experience and evaluate the outcomes. The account of the initiative is purposeful and clear. The narrative outline is sufficiently detailed to provide concrete evidence of the student's experience but moves beyond a mere re-telling to focus on insights and learning gained. Where the project was carried out by a group the report will focus clearly on the role or part played in the process by the writer of the report. The student shows the ability to sustain a cogent argument or shape a compelling narrative and they show a keen awareness of audience.

A moderate level of achievement is characterised by clear evidence of the student's involvement in the project and displaying some capacity to reflect upon the experience and to evaluate the outcomes. The account of the initiative is clear and relevant. The narrative outline is sufficiently detailed to provide a clear picture of the initiative for the reader and focuses on the insights and learning gained, although the focus may be more descriptive than analytical. Where the project was carried out by a group the focus, for the most part, will be on the part played in the process by the writer of the report. In the main, the argument or narrative is sustained well and the student shows a good awareness of audience.

A low level of achievement is characterised by a reasonable level of evidence of the student's involvement in the project. The account of that involvement exhibits clarity and a sufficient level of detail to provide a credible picture of the initiative, but the focus may be lacking in concreteness and/or evidence of insight and learning gained. Where the project was carried out by a group the focus of the report will be on description of the activities of the group, offering sufficient evidence of the part played in the process by the writer of the report. The argument or narrative contains few lapses in clarity and thoroughness.

Written Examination

A high level of achievement in this component is characterised by a thorough knowledge and understanding of politics and society facts, concepts and methods from the whole syllabus and with few significant omissions. Students consistently apply their knowledge and understanding of politics and society to both familiar and new contexts. They accurately analyse and evaluate qualitative and quantitative data from different sources where appropriate; manipulation

of data will be almost flawless. Students present logical arguments and ideas which are clearly based on evidence.

A moderate level of achievement in this component is characterised by a good knowledge of politics and society facts, concepts and methods from many parts of the syllabus. Students apply their knowledge and understanding of politics and society to familiar contexts and in some new contexts. They carry out adequate levels of analysis and evaluation on qualitative and quantitative data from different sources where appropriate; much of their manipulation of data will be correct. Students present arguments and ideas which, in the main, are based on evidence.

A low level of achievement in this component is characterised by a limited knowledge and understanding of politics and society facts, concepts and methods. Students select appropriate facts, concepts and methods to apply to familiar contexts. They carry out basic manipulation of data correctly. Students present explanations which are referenced to some evidence, often from familiar contexts.

Differentiation at the point of assessment

In common with other syllabuses, Politics and Society is assessed at Higher and at Ordinary level. Those sections of the syllabus to be studied at Higher level only appear in **bold type**. Differentiation at the point of assessment will be reflected in the structure of the examination paper and in the style of questioning. Consideration will be given to the language level in the examination questions, the stimulus material provided, the structure of the questions and the amount of scaffolding provided for the examination candidates, especially at Ordinary level.



National Council for Curriculum and Assessment
An Chomhairle Náisiúnta Curaclaim agus Measúnachta

NCCA

National Council for Curriculum and Assessment

24 Merrion Square, Dublin 2

T: +353 1 661 7177

F: +353 1 661 7180

info@ncca.ie

www.ncca.ie

© NCCA 2009

