**Politics & Society Revision Guidelines**

| Strand | Topic | Learning Outcomes | Resources |
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| **All Strands** | **Data** | -Quantitative Data<br><br>-Qualitative Data<br><br>-Data Analysis<br><br>-Examples of Data & Evidence Relating to Each Strand through Current Events | -OneNote *Data* Section<br><br>-OneNote *News Review* Section<br><br>-News Padlets |
| **All Strands** | **Essay Structuring** | -Criteria for Success<br><br>-Presenting a Balanced Argument<br><br>-Paragraph Structure | -OneNote *Essay Supports* Section |
| **Strand One** | **Power & Decision Making in the School** | 1.Processes of Power & Decision-Making in your School<br><br>• *Roles of different groups in relation to policies like anti-bullying & dress code.*<br><br>2. Arguments Concerning the Need for Rules<br><br>3.Ideas Underpinning these Arguments<br><br>• *Left-wing/right-wing positions.* | -OneNote *1. P&D in School* Section<br><br>-OneNote *Key Terms* Section<br><br>-Textbooks |

| | | 4.Evidence Concerning the Effects of Rules & Rule-Making Processes.<br><br>5.Participants in these Debates **(Thomas Hobbes, John Locke, Paulo Freire)** | |
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| **Strand One** | **Power & Decision Making on a National & European Level** | 1.The Making of National Policy<br><br>• *Roles of civil society bodies, statuary bodies, civil service, social partnerships, TDs & government, political parties, Houses of Oireachtas, EU, supranational agreements.*<br><br>2.How the Executive Branch of Government is Selected<br><br>• *Overview of the executive, legislative & judicial branches.*<br>• *Voting systems including eligibility & limitations.*<br>• *The way the Taoiseach and government are selected & their roles.*<br>• *The way the Northern Ireland Executive is selected & ministers' roles.*<br>• *The way the European Commission, the European Parliament & the Council of the European Union are selected & constituted & their executive roles.* | -OneNote *2. P&D on a National & European Level* Section<br><br>-OneNote *Key Terms* Section<br><br>-OneNote *Key Thinkers* Section<br><br>-Textbooks |

|  |  | • *The way the executive is put in place in a non-democratic country, ie; Saudi Arabia).* |  |
|  |  | 3.Social Class & Gender as Important Social Categories<br><br>• *"Social class".*<br>• *Capitalism/power/social class.*<br>• *Patriarchy/power/gender.*<br>• *"Irish society is a patriarchy".*<br><br>4.Arguments Concerning Representation<br><br>• *Link back to arguments concerning the need for rules & ideas underpinning these arguments.*<br><br>5.Evidence about the Effectiveness of Representation<br><br>• The effectiveness of Irish system of elections in representing the will of all Irish people.<br><br>6.Traditional & New Media in a Democracy<br><br>• *The characteristics of different types of media.*<br>• *The control of information in differently types of media.* |  |

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| | | • *The challenges of regulators of media.*<br>• *"Freedom of the press", "the social responsibility of the press" & "the accountability of the press".*<br>• *The roles these three concepts are thought to play in society.*<br>• *The power of various types of left-wing/right-wing media with respect to ownership & control of media, the role of advertising, the power of those who work in the media, the targeting strategies adopted by the media, the origination of media content, the global reach & influence of the media.*<br><br>7.Participants in these Debates **(Thomas Hobbes, John Locke, Robert Nozick, Sylvia Walby, Karl Marx, Kathleen Lynch, Noam Chomsky)** | |
| **Strand Three** | **Active Citizenship** | **Action Project** | |
| **Strand Three** | **Human Rights & Responsibilities in Ireland** | 1.Some Rights of Young People<br><br>• *Their rights to education as described in Bunreacht na hEireann.*<br>• *Their rights to education (articles 28 & 29) as per the UN Convention on the Rights of the Child.* | -OneNote *5. Human Rights & Responsibilities in Ireland* Section<br><br>-OneNote *Key Terms* Section<br><br>-OneNote *Key Thinkers* Section<br><br>-Textbooks |

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| | | <ul><li>*The relationship between the UN Convention on the Rights of the Child & the Universal Declaration on Human Rights.*</li><li>*"Rights holder" & "duty bearer".*</li><li>*"Immediate obligation", "progressive realisation" states acting to implement rights "to the maximum extent of their available resources."*</li></ul><br>2.Human Rights Principles<br><ul><li>*Universal, inalienable, indivisible rights.*</li><li>*civil & political rights.*</li><li>*Economic, social & cultural rights.*</li><li>*Absolute, limited, qualified.*</li><li>*Positive & negative rights.*</li></ul><br>3.The Idea of Equality in Relation to Rights<br><ul><li>*Nine grounds under which discrimination is illegal in Irish Law*</li><li>*Patterns of diversity in Ireland*</li><li>*Direct & indirect discrimination*</li></ul><br>4.Arguments about Rights<br><ul><li>*"Rights provide a framework that protects us all from powerful groups in society."*</li></ul> | |

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|  |  | • *"Rights provide a basis for ensuring equality in society."*<br>• *"Positive rights are unfair as they make some people pay to implement the rights of others."*<br>• *"Sometimes the rights of the individual have to be set aside to protect the rights of the majority."*<br>• *"Rights don't go far enough because they only provide equality of access & opportunities, not equality of outcome."*<br><br>5.State Bodies for Human Rights<br><br>• *The roles & functions of human rights bodies in both jurisdictions on the island of Ireland.*<br><br>6.Evidence on the Right to Education<br><br>• *Summarise research evidence on whether the right to education is enjoyed equally by everyone in Ireland.*<br><br>7.Participants in these Debates **(Robert Nozick, Paulo Freire, Martha Nussbaum, Kathleen Lynch)** |  |

| Strand Three | Human Rights & Responsibilities in Europe & the Wider World | 1.Rights in the Wider World<br><br>• *UN Convention on the Rights of the Child Articles 6,14,19,31 & how they are implemented around the world.*<br>• *Summarise the main rights of the European Convention on Human Rights.*<br><br>2.Arguments about Rights in the Wider World<br><br>• *"Human rights are a Western Idea."*<br>• *"Political Rights can be set aside for a period of time to enable a country to develop."*<br><br>3.International Cooperation & Human Rights<br><br>• *How states can implement economic, social & cultural within the framework of international cooperation.*<br>• *The main elements of the UN Declaration on the Right to Development.*<br><br>4.Participants in these Debates **(Edward Said, Samuel Huntington, Robert Nozick)** | -OneNote *6. Human Rights & Responsibilities in Europe & the Wider World* Section<br><br>-OneNote *Key Terms* Section<br><br>-OneNote *Key Thinkers* Section<br><br>-Textbooks |

| Strand Four | Globalisation & Identity | -Representation of National Identity Made Available to Young People <br><br> • *(within Ireland North & South)* <br><br> -Diversity & Cultural Change <br><br> • *Cultures are a product of mixing & adaption.* <br> • *The role of information & communication technology & media.* <br> • *The role of migration & travel.* <br><br><br> -Diversity in the European Union <br><br> • *Ethnic, language & religious diversity.* <br><br> -Understanding Identity <br><br> • *National & ethnic groups that share a common culture.* <br> • *National & ethnic groups are "imagined communities."* <br> • *Identify the positive & negative effects of developing a sense of ethnic identity.* <br><br> -Understanding Interaction Between Western & Non-Western Culture | -OneNote *7. Globalisation & Identity* Section <br><br> -OneNote *Key Terms* Section <br><br> -OneNote *Key Thinkers* Section <br><br> -Textbooks |

|  |  | • *Western/Non-Western opposition.* |  |
|  |  | -Globalisation & Political Power <br><br> • *The role of intergovernmental/supranational bodies.* <br> • *Process of decision-making to a policy that impacts young people.* <br><br> -Participants in these Debates **(Thomas Hylland Eriksen, Kwame Antony Appiah, Benedict Anderson, Edward Said, Samuel Huntington)** |  |