

5th Politics & Society – November Assessment – Study Checklist

This exam will take place on the 11th of November during class time – 1 hour.

Structure:

1. Short answer questions
2. Data-based questions
3. Discursive essay

Unit	Content
1. Power and Decision-Making in School	<p>Key stakeholders in school systems (1.2 & pg. 16-17)</p> <ul style="list-style-type: none">- Who has the most power/who has a voice? <p>Models of participation and student voice (pg. 18-19 in book)</p> <p>School policies: one related to safety & one non-safety (1.2)</p> <ul style="list-style-type: none">- Who does the policy affect?- Who created this policy?- Elements of our school policy that you support. Why?- Elements of our school policy that you don't support. Why?- How would you change this policy? <p>Democratic schools: (1.3 & pg. 20-29)</p> <ul style="list-style-type: none">- Wicklow Democratic School- What do you think of this model of education?- Strengths and weaknesses to this model. <p>Impact of rules & rule-making process (1.7 & pg. 30-41)</p> <ul style="list-style-type: none">- Case study: Irish Travelling Community- Case study: Disability (workbook pg. 7-8)- How do rules get people to act in ways they would not otherwise act in? <p>Key thinkers:</p> <ul style="list-style-type: none">- Thomas Hobbes (1.1 & 'Key Thinkers' folder section 1 & pg. 7-9 in book)

	<ul style="list-style-type: none"> - John Locke ('Key Thinkers' folder section 2 & pg. 8-9) - Paulo Freire (1.6 & 'Key Thinkers' folder section 3 & pg. 20-21) - Kathleen Lynch ('Key Thinkers' folder section 4 & pg. 32-33)
<p>2. Power and Decision-Making at National and European Level</p>	<p>Data-Based Question (OneNote DBQ folder & pg. 42-57)</p> <p>Types of government (2.1)</p> <p>Separation of powers (2.2 & pg. 72)</p> <ul style="list-style-type: none"> - How power is separated in democracies through a system of checks and balances - 3 organs of power: legislative, executive and judicial <p>The legislative (2.3 & pg. 74-77)</p> <ul style="list-style-type: none"> - 3 pillars: Dáil, Seanad and President of Ireland - What are each of the pillars' roles? - Who is within each of the pillars? - Selection process: how are TDs elected to the Dáil, how are senators elected to the Seanad, how is the President of Ireland selected - Coalition government - Pros and cons of the Seanad - Other people in the Dáil (Chief Whip & Ceann Comhairle)

Discursive Essay: Choose one of the following essay questions.

1. Imagine you have been appointed Principal of a new school. You have the freedom to decide how the school is organised and the rules from scratch. What would you do?

Your answer should include:

- Why you think rules are needed or not needed; (include KEY THINKERS ideologies of Thomas Hobbes, John Locke, Paulo Freire, Kathleen Lynch)
- How would you organise decision-making in the school; (key stakeholders)
- Would you give everyone a voice? Why/why not? Are some voices more important than others? Why/why not?

- From your learning of Politics and Society, which group of students are at risk of being most disadvantaged and voiceless in Irish schools? What do you feel you could do to tackle these issues?

Give data/evidence to support your theories.

2. Many countries in the 'Western World' - including Ireland - believe that although there is no 'perfect' form of government, democracy is the fairest and best method of ruling that people have invented. Do you agree?

Your answer should include:

- Why you think democracy is/isn't the fairest and best method of ruling that people have invented. What type of government you think is better (if relevant).
- Discussion on the concept of 'separation of powers' in democracies and the system of 'checks and balances'.
- Critical analysis of the legislative branch (Houses of the Oireachtas; Dáil, Seanad and President of Ireland). Is the Houses of the Oireachtas democratic i.e. is it really power by the people & is it effective? You may discuss the selection process of TDs and senators here too.
- KEY THINKERS (Thomas Hobbes & John Locke).

Give data/evidence to support your theories.