Coimisiún na Scrúduithe Stáit

State Examinations Commission

Leaving Certificate Examination 2024

Politics and Society

Higher and Ordinary Level

100 marks

Report on Citizenship Project

Examination Number	126821
Date of Birth	11/01/2005

Information for candidates, teachers and schools

Completion of the report

- Your Report on your Citizenship Project must be completed in this booklet, using the prescribed structure. The booklet has been supplied to you in Microsoft Word (.docx) format. However, when you are signing off and submitting your digital coursework booklet, it must be converted to PDF format before being submitted through the Schools Portal. You must also print the final version of your PDF booklet and give it to your teacher. You should proof-read carefully this copy that you have printed from the PDF file, to ensure that all of your work is visible. Any work that is not visible on the printed copy will likewise not be visible to examiners marking the work digitally and can therefore not gain any marks. It is your responsibility to ensure that all electronic material submitted is free from viruses etc., so that the file can be opened for assessment.

- You must ensure that any text you enter into boxes in this document is visible. Text may overflow and disappear if you type beyond the end of the box or copy and paste text into a box. Any work that is not visible in the box will not be seen by an examiner and will not be awarded any marks.

- **Examiners will only mark work that is submitted as outlined in this booklet.**

- The three sections of your report must not exceed a total length of 1,700 words, excluding references and bibliography. The booklet gives a maximum number of words for each section of the report, and these are listed in the guidance on the report structure below. The total number of pages of your booklet must not exceed 14 pages.

- You must not change the structure or format of the booklet in any way and should adhere to the following formatting guidelines:
  - The text should be in Arial, font size 12.
  - You may make use of text editing features such as italics, bullets, postscript, etc.
  - Document margins have been set and should not be changed. The text margins for each A4 page are:
    - left margin 20 mm
    - right margin 20 mm
    - top margin 20 mm
    - bottom margin 30 mm

- You are not allowed to change these settings or otherwise circumvent these restrictions which are set to facilitate online marking. You are also not allowed to attach or include links to any other material.

- An image can be any relevant tables, graphs, charts, diagrams and photographs. Space is provided towards the end of the booklet for you to include relevant images if you wish. When referring to any specific image, then the image must be properly labelled (figure 1, figure 2, etc.). Images should not be used as a means to include additional text. The total number of images allowed in this booklet is six. It is advisable not to use images where individuals in these images may be identifiable.

- Penalties may apply where the overall word count, number of images, or page count is exceeded.

- At the end of the booklet, you must also include references and bibliography in the space provided. You must reference any information used in your report, such as: publications including books, professional journals and government reports; online sources and other types of media; any material generated using artificial intelligence (AI) software or application; and material from specialist organisations and relevant individuals. To include such material without properly referencing the source will be considered plagiarism. In addition, the copying from, or reproduction of material from such sources may also be considered plagiarism.

- Candidates should keep all notes in relation to coursework (such as records of the planning, research and execution of the project), until the appeals process has concluded. Such material may also need to be made available to staff of the State Examinations Commission if the authenticity of your work is called into question.

- The State Examinations Commission will provide further information in relation to the appropriate file name to use and how to upload the digital coursework to the school portal in due course.

- Your Citizenship Project Report must be backed up on a secure encrypted storage system until the State Examinations Commission is satisfied that the projects have been received and are accessible. This will require material being retained until the examination process is complete, including until after the appeal process is completed.

Authentication

- The project and report must be your own individual work – authenticated by yourself, your teacher and the management authority of your school. Authentication is an important part of how we in the State Examinations Commission ensure fairness to everybody in the assessment of coursework.

- Your teacher must supervise your completion of both the project and the reporting booklet. The planning, execution and reporting of the citizenship project must be completed under the supervision of the class teacher in accordance with the conditions set out by the State Examinations Commission in Circulars S69/04; S68/08 and S76/22, which are available at www.examinations.ie. If your teacher cannot confirm that the Report on the Citizenship Project is your own work, and that you carried out the project and completed the report under his or her supervision, the State Examinations Commission will not accept it for assessment. In that case, you will forfeit the marks for this component of the examination. Teachers and the authorities of schools are familiar with the detailed requirements to ensure that practical and project work is valid for examination purposes. You should comply fully with all requests that are made by the teacher and the school in order to enable authentication of your work.

- Any case of suspected copying, plagiarism, (which includes the use of AI software) improper assistance, or procurement of work prepared by another party will be thoroughly investigated. These actions are breaches of examination rules and attract the penalties described in the Rules and Programme for Secondary Schools. The penalties include: loss of the marks for the coursework, loss of the subject, loss of the entire examination in all subjects, or being debarred from the Certificate Examinations in subsequent years. There may be serious consequences for any persons who provides you with inappropriate assistance, as this is an offence under the Education Act 1998.

Note: Responsibility for complying with examination requirements rests with **you**, the candidate. If the requirements are not followed, your teacher and school will have no choice but to bring this to the attention of the State Examinations Commission.

Report Structure and Assessment Weightings

Section	Content
Section A 35 marks *Maximum of 500 words approximately*	**Rationale and research** ▪ Explain the rational for the action you have chosen to carry out. ▪ Give a clear account of the aims of the citizenship project, the means chosen to achieve those aims and the action plan. In the case of a group project, identify both the group's aims for the project and the aims that you had as an individual in order to fulfil your role. ▪ Provide a summary of research undertaken including the key research findings (data) which informed the action. Comment on the sources of information used to inform the action such as web-based materials, literature, interviews, and other sources. ▪ Make sure you include full references in the *References and Bibliography* section at the end of the report.
Section B 45 marks *Maximum of 900 words approximately*	**Execution of citizenship project** ▪ Provide a summary of the actions undertaken in carrying out the project. In the case of a group project, distinguish clearly between group actions and your individual actions by using "we" or "I" as appropriate. ▪ Critically analyse the various elements of the action plan, including as appropriate any challenges encountered and how these challenges were dealt with ▪ Describe the outcomes of the project.
Section C 20 marks *Maximum of 300 words approximately*	**Reflections on knowledge gained and skills developed** ▪ Critically reflect on the personal insights and knowledge you have gained about this issue since undertaking the project. ▪ Identify and describe the skills you developed through your work on this project with particular reference to working with others and being personally effective. ▪ Briefly explain the role that reflection, feedback from others, and learning from the course played in helping you to carry out the project.

The report structure also includes a space for giving details of references and bibliography, and a space to optionally include relevant images, diagrams, charts or data. These are not marked separately, but are assessed in the course of marking the three main sections above.

Project title chosen and details of completion

Type or paste into the space below the full text of the project title you selected.

Undertake a comparative case-study between public service media and privately-owned media in a democracy. Plan and deliver a webinar to highlight your findings.

State whether you carried out the Citizenship Project individually or as part of a group:

Individual project ☒   Group project ☐

If part of a group, state the number of members of the group, including you: | Click here to enter text.

If part of a group, list the examination numbers of the other members of the group:

Click here to enter text.

Word count

Complete the following table only after you have finished your report.

Section	Number of words
Section A (max 500 words)	498
Section B (max 900 words)	882
Section C (max 300 words)	295
Total	1675

Section A: Rationale and research   (35 marks)

(maximum 500 words)

Explanation for rationale

I chose this topic for my project for several reasons. I use media daily, mostly privately-owned ones, because of this Media affects my life greatly, and because of this it interests me. I have lived until not long ago in Hungary where the public service media was used for mostly propaganda and the effects of these propagandas impacted my daily life greatly. In school we have learned about the uses and dangers media trough Noam Chomsky, this allowed me to see the situation in Hungary from a new perspective. For these reasons I chose this theme for my project.

Aims

I will compare Hungarian independent private and public media and examine my opinion on the subject using these findings.

I will look into the KESHA foundation and the new Sovereignty Protection Authority law and its communication by both sides. I will examine how it effects independent media and determine whether it threatens its function as a watchdog or not.

I also want to provide people with my findings in the form of a webinar, to raise awareness, encourage discussion and to encourage my class to avoid the mistakes that Hungarians made. My audience for this webinar will be primarily my politics class.

Means to achieve these aims

1. I will plan and conduct interviews with some people from Hungary as to gather qualitative data and get a better view on the state of Hungarian media.
2. I will analyse these finding and compare them to quantitative secondary data.
3. I will make the presentation for my webinar based on my research founding's.
4. Survey the impact of the project at the end of webinar.

Summary of the findings and sources (8-10)

KESMA was founded in September 2018 and has been criticized by many organizations such as the International Press Institute (2018). It gathers the ownership rights of more than 470 different Hungarian media outlets, gets approximately 85% of the state advertising revenue and while on paper it is independent it is an open secret that they have close ties with the government and Viktor Orbán.

The new Sovereignty Protection Authority law aims to stop outside meddling in Hungarian politics, but as stated by 10 Hungarian media outlets (2023): It does not serve the information security of our society; on the contrary, it is meant to directly undermine it with its threat to free media and democratic debate in general. As stated by the International Press Institute (2023) and the Reporters Without Borders (2023), it also violated the rules of law. Independent media maintain major positions in the market, but they are subject to political, economic, and regulatory pressures. (Free Press Unlimited. (2021)).

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During my interviews I have found that many people (80% of interviewed) were not aware of the sovereignty protection act.

In my survey I have found that most people find the safety of media participants the most important and most having the opinion that the state should have minimal influence over private media.

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Section B: Execution of citizenship project (45 marks)

(maximum 900 words)

Summary of action

I have researched secondary sources on the general topic of the media in Hungary. I have identified KESMA as one of the most significant companies in Hungarian media. I have looked at the communication on the Sovereignty Protection Authority law, its aims and communication on both sides.

I have contacted an activist I knew in Hungary, but because of the lack of the response from them, I have decided to expand of the scope of my survey. I have contacted multiple people from various age groups and interviewed them. The questions included general questions about the Hungarian media landscape and its reliability and, its effect on young people and their opinion the Sovereignty Protection Authority law.

I have made a survey that the participants of my webinar would complete before the day I presented the webinar. In the webinar I presented and commented on its result in the first part of the webinar. I have prepared the text of the presentation, in which I talked about the general situation, KESMA and the Sovereignty Protection Authority law. I had shared my interview findings to provide qualitative date and provide a glimpse into the real-life experiences of Hungarian people. On the end I had a short talk with the participants where they could state their question and I asked them to fill out a new survey where I asked them follow up questions, one that I have already asked to see whether their opinion changed on it after the presentation and multiple others with was I was aiming to gauge their opinion of the state of Hungarian media and the Sovereignty Protection Authority Law after the presentation.

Critical Analysis

While I am satisfied with the results of my action plan, while completing it I have run into different challenges I had to overcome. Originally as the first step of the action plan I was planning to interview and activist I know as I wanted to gather the views of an expert, but this person failed to response even after multiple messages. I have overcome this challenge by broadening the scope of my interview, by interviewing multiple people in different age categories and while they were not experts of the topic, it allowed me to have a better grasp of the opinion of the general population and provided variety for my data.

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The webinar that I have delivered for my politics class in my opinion was successful. It also had some challenges that I had to overcome. One of these was that, on the day before the webinar I have posted a survey, which results I wanted to use in the webinar itself, but because of the lack of time given only around 4 students were able to answer this survey before the next day. I have overcome this by delaying my webinar a bit and asking the students personally to complete the webinar, this time everyone filled out the survey and I was able to integrate it into the webinar. Now it's clear for me that I should have given more time for the students to fill out the survey, but I'm happy that I was able to overcome this challenge.

An another aspect of the webinar I found challenging was the, lack of immediate reaction of the listeners, while I have made presentation many times already, the fact that I could not look at the listeners and look for their reaction and decide based on that whether my pace is good, or whether I should explain something more made the experience stressful, but in the after webinar survey I received positive rating, so I'm satisfied with the delivery of the webinar.

Outcomes

With my webinar I was able to inform the students of my politics class about the state of the Hungarian media. This not only makes them better informed about the state of Hungary, but I also provided concrete examples about how media can be and is used to manipulate people, which raised awareness about the impact of media in our life. I believe that this will lead to more discussion on the effects of media with their friends and family members, raising the overall awareness of our community about the dangers of the media we consume daily. I have also showed the differences in public and private media and showed what the unbalance of these is likely to lead to.

While looking at KESMA and the Sovereignty Protection Authority law, I have determined that they indeed pose a great risk for the power balance of public and private media in Hungary. Especially the Sovereignty Protection Authority, that would a serve that is not responsible to anyone. Persons and organizations under investigation have nowhere to turn if they consider the investigation to be unjustified, conducted in bad faith or its findings to be unfounded.

With the interviews I have conducted, I made the interviewed Hungarians more aware the specific issues I have found in while researching, in preparation for the interview they have also educated themselves. Some of them have said in the interview that they were not aware of the Sovereignty Protection Authority law before it. I have made my webinar available for them. With this I was able to raise awareness in two different countries about media.

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Section C: Reflections on knowledge gained and skills developed

(maximum 300 words) **(20 marks)**

Knowledge and Insights gained about the Issue

I have become aware the importance of the sovereignty protection authority law that I was not aware of, because it was made, when I was living already in Ireland. I have also acquired knowledge and insight about the reality of the Hungarian media landscape in general. Because of the project, I was able to deepen my understanding of the Hungarian media.

Skills

I was able to improve my time management skills thanks to the project, with setting deadlines for my work and completing them on time.

I improved my communication skills, by conducting multiple interviews and, by preparing, delivering the webinar. I have improved my timings of the presentation and keeping the audience engaged even when we are not in the same space.

Reflection

I am pleased with my CPR. I successfully developed a better understanding of the Hungarian media and was able to present my findings in my webinar. I believe that I have successfully spread awareness about the public and private service media. Given an opportunity to work on this project again I would like to invite an independent Hungarian media organisation to my webinar, so that the listeners could get a first-hand information from an expert on the topic.

Feedback and learning from the course

I have conducted multiple interviews with Hungarians and a survey with my Polsoc class. The feedback from both sources have shaped my webinar. My Polsoc Teacher has also provided me with written feedbacks during the project. The situation in Hungary is very well described by Noam Chomsky in his work of manufacturing consent. The 5 filters of the propaganda model can also be found in the Hungarian media, and these powers mostly are centralised in the hand of the government.

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References and Bibliography

Include full references for all sources cited in your report. You should also include details of additional sources of information that you consulted but have not cited in your report.

Websites

Reporters Without Borders (RSF). (2023) Hungary's sovereignty law is Viktor Orban's New Dangerous Provocation Targeting Independent Media. Available at: https://rsf.org/en/hungary-s-sovereignty-law-viktor-orban-s-new-dangerous-provocation-targeting-independent-media.

Free Press Unlimited. (2021) Free Press Unlimited Hungary Available at: https://www.freepressunlimited.org/en/countries/hungary.

International Press Institute (2023). Hungary: Draft Sovereignty Protection Act poses fresh threat to independent media. [online] ipi.media. Available at: https://ipi.media/hungary-draft-sovereignty-protection-act-poses-fresh-threat-to-independent-media/

International Press Institute (2018). One Hungarian media monster to rule them all. [online] International Press Institute. Available at: https://ipi.media/one-hungarian-media-monster-to-rule-them-all/.

Telex (2023). The 'Sovereignty Protection Authority' is harmful and against the rule of law, yet it will not intimidate independent media. [online] telex. Available at: https://telex.hu/english/2023/12/13/the-sovereignty-protection-authority-is-harmful-and-against-the-rule-of-law-yet-it-cannot-intimidate-independent-media

Survey

Student X. (2024). Survey on private vs public service media. Politics class, Ireland.

Student X. (2024). Follow up survey on webinar. Politics class, Ireland.

Interview

Interviewee X. (2024, March 10). Interviewed by Student X. PolSoc Project, Ireland

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Images, charts and tables (optional)

You may use the space on this page and the next page to insert relevant tables, graphs, diagrams, or images related to your report. If you are referring in the body of the report to any specific items below, then you should make sure that these are properly labelled (figure 1, figure 2, etc.)

You may only include printable material. You may not include, for example, video clips or links to other material. Examiners will not view or consider any such non-printable material when marking your work.

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