



GCE EXAMINERS' REPORTS

**GOVERNMENT AND POLITICS
AS/Advanced**

SUMMER 2011

Statistical Information

This booklet contains summary details for each unit: number entered; maximum mark available; mean mark achieved; grade ranges. *N.B. These refer to 'raw marks' used in the initial assessment, rather than to the uniform marks reported when results are issued.*

Annual Statistical Report

The annual *Statistical Report* (issued in the second half of the Autumn Term) gives overall outcomes of all examinations administered by WJEC.

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Government and Politics

General Comment for AS Level:

Part (a) responses:

It is pleasing to note that candidates' responses to part (a) again show improvement. Many candidates now earn 4 or 5 marks by defining the term, showing some knowledge of it in description and giving an example or a specific fact. Most candidates do this in a few lines, or a short paragraph.

Part (b) responses:

Still causing problems for some candidates. They are spending too long on this part and leaving themselves short of time to answer part (c). There is no need to provide an introduction or a conclusion; this is not an essay. The advice to teachers and candidates remains that the response to part (b) should provide the range and detail that is rewarded at the higher level on the marking scheme by developing three factors or reasons as an explanation, preferably in a paragraph each, amounting to approximately three-quarters of a side of writing. Too many candidates are providing a list of 5 or 6 points of explanation but are failing to develop them; or they are providing several points which are then just described in detail rather than explained. Answers that fail to explain will score low marks for AO2. Answers that do not give the support and development of the points made, with some detail and examples, will score low marks for AO1.

Three appropriate reasons or factors is enough, with each one developed in an explanatory way relative to the question set. There is always help for candidates in the extract itself, which is still ignored by some candidates. They must use both the extract and their own knowledge to access the higher marks, as the question requires them to do. There is further guidance on how candidates can improve their answers to this part of the examination in the Teacher Guide.

Part (c) responses:

Some candidates find the essay-writing in part (c) difficult, and very few candidates can sustain two essays under examination conditions without a great deal of practice beforehand. This is therefore a skill that will need to be practiced many times before the examination for candidates to do well. Teachers are advised to consider building up candidates' essay-writing skills well in advance of the examination by disaggregating the parts of a good essay at this level, and then adding them together like building blocks, e.g. by first concentrating on teaching candidates to write a good paragraph, then link three paragraphs together all on the same side of an argument, then provide three paragraphs of counter-argument, then devise an introduction and conclusion that would start and end the essay appropriately. Candidates should be able to do more on their own as their confidence increases. More advice can be found in the Teacher Guide. It was evident in this series that many candidates have taken on board the advice of their teachers about essay technique, and have made use of the materials given at the National Assembly Conference in February. Candidates who are able to argue two sides of the debate in about 3-4 points on each side, well-developed and supported and well-focused on the question set, are extremely well-rewarded by the marking scheme.

However, too many candidates still flounder in this part. Many seem to have little idea that most part (c) questions are really testing the whole topic from the specification. Thus, the factor raised in the question needs to be set against other factors from the topic as the counter-argument, or the alternative viewpoint to that in the question needs to be developed as the second side. The marking scheme rewards 'range' and 'depth'. Both need to be present for a response to achieve the marks in the higher levels. This requires a disciplined approach by the candidate, and not a random offering of mismatched points that reveal only a partial understanding. The need for candidates to practice is underlined by the high number of 'waffly' part (c) responses that fail to get to grips with the question set and lack discipline, focus and direction. It is often unclear what point is being made, that answers the question directly, and some candidates make many correct and valid points but fail to make it clear whether they are points 'for' or 'against' the proposition in the question. Others quickly lapse into long narratives of how things work, which earn few marks, as description alone is not well-rewarded by the markscheme. Candidates should not try to show off their extensive knowledge alone, but should select those bits of knowledge that pertinently illustrate the points of argument they are making. Whilst a degree of overlap between topics is inevitable in a subject like Government and Politics, the great majority of the answer should derive from the content specification for that topic rather than other topics on the specification.

There was a rise in the number of part (c) responses in this series that were a few lines long only, and illegible handwriting is still an issue with some scripts. Some candidates fail to write in paragraphs, producing one long, merged response, where the points all combine with one another and there is a lack of clarity.

Teachers are advised to reflect on the balance between teaching new content to candidates, and practising and improving candidates' skills. Perhaps ways can be devised for candidates to acquire knowledge more quickly, or with more independence from their teachers, freeing up more time to practice applying that knowledge to the examination.

Teachers are reminded about the availability of item-level data for all papers on the WJEC secure website.

It is recommended that teachers read the published marking scheme, in conjunction with the comments in the Examiner's Report.

Government & Politics
General Certificate of Education
Summer 2011
Advanced Subsidiary/Advanced

Chief and Principal Examiner: Alison Denton, B.A. (Hons); P.G.C.E.,
Croesyceiliog School, Cwmbran.

Unit Statistics

The following statistics include all candidates entered for the unit, whether or not they 'cashed in' for an award. The attention of centres is drawn to the fact that the statistics listed should be viewed strictly within the context of this unit and that differences will undoubtedly occur between one year and the next and also between subjects in the same year.

Unit	Entry	Max Mark	Mean Mark
GP1	141	80	49.1

Grade Ranges

A	56
B	50
C	45
D	40
E	35

N.B. The marks given above are raw marks and not uniform marks.

GP1

Questions 1 and 2 were overwhelmingly the most popular with candidates. Question 3 attracted very few responses. Candidates found question 2 the most difficult.

QUESTION 1

- (a) There were many excellent answers clearly describing what floating voters are. This caused little difficulty for candidates.
- (b) Many candidates wrote well on this, explaining the reasons given by the extract, such as the pitch made by both major parties for voters outside their 'core vote', as well as factors from their own knowledge. Some candidates just listed models of voting behaviour and did not score well.
- (c) There was a small number of excellent responses to this question, focusing on the theory of democracy, the importance of engagement, questions of legitimacy etc. This was balanced by the view that participation is across a wider spectrum of activities, now more than ever before, such as pressure groups and protests, even though 'traditional' participation levels may be falling. These were interesting and focused discussions of the issues. Many responses, though, listed reasons why participation rates are low (which gained some credit but is not fully focused on the question set) or considered only trends in voting.

QUESTION 2

- (a) Most candidates knew this term and described it well. Some were careless with their terminology, saying that a majority government is one that gains over 50% of votes cast.
- (b) The extract contained good prompts for candidates here, but some candidates simply listed these without going beyond the extract, and without explaining any of the points made. Very few candidates explored the role of elections in promoting pluralism or conferring legitimacy.
- (c) Although this was a fairly straightforward question, many responses lacked range and accuracy, and were disappointing. Most concentrated on First Past the Post and Alternative Vote. This is understandable, given the recent referendum on AV, but it is not a system in use in the UK, nor is it mentioned specifically in the Specification. Many candidates failed to mention anything about the Additional Member System, which seems odd as the National Assembly for Wales is elected using this system. Many candidates wrote about referendums, even though they are not an 'electoral system', and some candidates just listed the strengths and weaknesses of FPTP and went no further.

QUESTION 3

There were very few answers to question 3.

- (a) The term was understood generally, with examples of groups given that are loosely connected to political parties across the board, such as the CBI, and including groups that are not political. Few candidates were able to describe accurately the relationship between the Labour Party and its affiliated bodies, even though there were prompts in the extract.
- (b) The prompts in the passage were used well by candidates in this part, but there was not a great deal of understanding of the processes and involvement of party members in parties other than those mentioned in the extract.
- (c) This question produced good responses, with appropriate consideration of the influence of the Liberal Democrat party in the UK coalition, and some focus on Plaid Cymru's influence in the coalition in Wales until 2011. Candidates struggled to cite specific areas where the influence of these coalition partners could be clearly seen though. There was very little discussion of 'minor parties', and no allusion to the influence of third and minor parties outside the UK and Welsh governments, e.g. in local government, or ideologically, or as part of the UK and Welsh parliaments.

QUESTION 4

- (a) The term 'cause group' was accurately defined and exemplified by nearly all candidates.
- (b) Most candidates were able to provide an explanation of the range of methods used by single-issue cause groups, from the extract and beyond. Exemplification of group success in changing policy was a little weak though.
- (c) This question proved accessible for candidates and most were able to argue a range of points on both sides of the argument, such as defence for minorities set against the disproportionate influence of elites, for instance. As has been noted for part (b) here, and in previous series for this topic, candidates' knowledge of specific pressure group campaigns, successes and failures is not very thorough. Nevertheless, some individual candidates provided a good range of examples and included ones from their own locality.

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Unit Statistics

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Unit	Entry	Max Mark	Mean Mark
GP2	167	80	42.3

Grade Ranges

A	54
B	48
C	42
D	37
E	32

N.B. The marks given above are raw marks and not uniform marks.

GP2

Question 2 was the most popular, with questions 1 and 3 being equally popular thereafter. There was only a very small number of responses to question 4. Both the mean mark and facility factor for each question on this paper were lower than for GP1. In other words, candidates found GP2 more difficult than GP1.

QUESTION 1

- (a) Most candidates knew the Judicial Appointments Commission and were able to develop a good response. Many candidates gave an example of a judge recently appointed by the Commission.
- (b) The majority of candidates explained a range of ways in which the judiciary is independent, using both the extract and their own knowledge. Many candidates cited the creation of the Supreme Court and removal of the judicial function from the House of Lords. Few candidates gave examples of judicial independence in action, though.
- (c) Although this question appears on a regular basis in various guises, responses are often disappointing because they lack a range of argument. In this series too, candidates concentrated on the role of a constitution in the protection of rights, but developed few other lines of argument on either side.

QUESTION 2

- (a) Nearly all candidates were able to develop a paragraph on Life Peers and give a valid example.
- (b) The prompts in the extract were well-used by many candidates. However, some struggled to provide any roles of the House of Lords beyond the extract, such as to scrutinise the executive, to provide some government ministers etc.
- (c) This question was poorly done on the whole. Few candidates were able to 'home in' on the specific function of legislation across both the UK and Welsh parliaments, and assess the relative influence of the executive against that of the parliament at various stages in the process. Some candidates assumed the question was asking about whether the executive in London dominates Wales (which it was not). Other candidates provided a general response on executive dominance, not specifically addressing the legislative process.

QUESTION 3

- (a) Candidates knew what this term meant, but struggled to provide much development of the role or features of the permanent civil service. Many of the things that candidates said could apply equally to special advisors, for instance 'giving advice to ministers'.
- (b) This question elicited very good responses on the whole, these used the extract and went beyond it, and gave valid examples. However, the nature of special advisors – their overtly political stance, the informal and almost unregulated nature of their power and remit, their unaccountability – are not that well-understood by some candidates, who describe them as a well-entrenched, almost traditional and constitutionally controlled feature of the core executives.
- (c) This was another example of a straightforward question that produced disappointing responses. Most candidates were able to list the functions of the Cabinet in a fairly descriptive and mechanical way, but this does not really get to the 'heart' of the question set. There is a general under-appreciation of the changing role of the Cabinet according to who is Prime Minister and whether the government is a coalition. Many candidates regard the role of the Cabinet as static, which it is not. A small number of candidates simply gave historical accounts of past Prime Ministers, which really did not address the question set.

QUESTION 4

The mean mark for question 4 was very low, suggesting that the extremely small number of responses were by candidates who had either not revised, or not been taught this topic. Teachers are advised to consult the published marking scheme for suggestions of creditworthy answers to each part of Question 4.

General comment for A2 level:

Part (a) responses:

In general, the quality of candidates' part (a) responses has improved this year. Many candidates can focus quickly on the issue in the question and give a range of well-explained reasons or factors, appropriately exemplified. Where candidates score low marks, it tends to be because of poor organisation of time or material. Some candidates are still treating part (a) as a mini-essay, and providing an introduction and conclusion. They do not need to do this, and in fact this wastes precious time, does not score more marks and detracts from the range of points that forms the body of the answer in many cases. Candidates should be encouraged to get straight on with their answer to part (a). The other main problem seems to be candidates who describe the issue in the question rather than explain it, and those who repeat the same point, failing to provide range. Advice to teachers and candidates remains the same as in previous series. For part (a) candidates need to provide a range of points (we have recommended 3 as a guide and a minimum), each of which is developed, explained and exemplified. Most candidates that score well achieve this in about a side of writing (dependent on the size of their handwriting). Further guidance can be found in previous Examiners' Reports and in the WJEC Teacher Guide.

Part (b) responses:

This part of the examination is still proving to be a challenge for many candidates. The issue is hardly ever one of too little knowledge; most candidates are knowledgeable about the topic, but struggle to apply that knowledge to the specific question in front of them, and to analyse. Some candidates dazzle with their depth of knowledge about one aspect of the topic. Teachers and candidates are reminded that lengthy, detailed description of processes and historical context is not the test for part (b).

The generic marking scheme is very clear about the weighting for the Assessment Objectives and the criteria on which the marks are awarded. There are relatively few marks for knowledge, only 10 out of the 30 marks available for part (b). The other 20 marks are for AO2 and AO3. To score highly for part (b), candidates need to craft an argument and a counter-argument to the issue in the question. In short, they need to manipulate the vast amount of material they know, selecting and synthesising their knowledge in support of a clearly identifiable discussion of differing views, focused and sustained on the specific question set. This will require practice in class. The main issues with part (b) answers in this series that will need to be addressed by candidates and teachers were:

- A substantial number of essays lacked any sort of paragraphing. It is recommended that candidates plan to write in paragraphs, where each paragraph deals with a separate point in relation to the question set.
- A substantial number of essays described the topic, rather than engaged with the specific question set. With these 'topic answers' much of the right material is there, but it is unapplied. It is often not at all clear to examiners what point is being made, whether the point is 'for' or 'against' the view in the question, or indeed how the point relates to the question at all. This lack of clarity and direction limits the marks that can be gained for AO2 and AO3.
- A substantial number of essays simply listed or stated points of argument but were not then further developed. Quite often, an example followed, as if this in itself was sufficient proof of the point. Candidates need to explain how the example proves the point, why it is a good example etc., not just drop in the occasional name. Many examples lacked depth, just a name sometimes with no indication of what had happened or what the detail was. Some candidates write a paragraph each about different examples of the same thing, as if they are different points.

- In this series in particular, there was a lack of analysis and evaluation in the part (b) answers, with many candidates showing little development of their skills from AS level, and providing analysis only in the conclusion, if at all.
- Introductions in some cases were often little more than a rewording of the question or a definition of every term in the question. Candidates should be encouraged instead to engage straightaway with the fundamental debate or controversy behind the question in an essay introduction at this level.
- A number of essays tackled a counter-view first, ignoring the factor or issue in the question until much later, or as an afterthought. This approach does not show an immediate connection with the question set, and often does not provide a balanced response.
- A number of candidates provided two essays (the part (b)s for their two chosen questions) that used essentially the same material in both. This was a particular issue on GP3a with questions 1 and 3, and GP4a with questions 1 and 4. Whilst there is *some* overlap (and this is pointed out in the Teacher Guide), candidates and teachers are reminded that the answer to any question is expected to arise from the Specification content for that topic, not mainly from the Specification content for another topic. Candidates cannot expect to be rewarded highly on both part (b) responses for using the same material twice.
- The perennial problem of almost illegible handwriting.

There is substantial guidance to teachers in preparing candidates for the part (b) answer at A2 level, in the WJEC Teacher Guide. It is also recommended that teachers attend CPD, where these issues are further discussed. A2 is a challenge, and will stretch many candidates. Time needs to be found to practice in class the rigorous skills required to achieve the top marks and grades. At this level, it is expected that candidates will have done their own research and reading throughout their year of study, both to extend their knowledge and to consolidate their understanding. There is insufficient evidence of this generally, with many essays being patchy and superficial, and comparatively few that show detailed knowledge of the whole breadth of the topic and a sophisticated grasp of the issues in the question. Examiners do not have a 'blueprint' of an answer to any question in mind when marking. They apply the criteria in the generic marking schemes, whilst expecting a level of knowledge and understanding appropriate for A2 level. It follows that there are a variety of ways of answering a question that would attract top marks.

Examiners expect to see candidates taking on the discussion, and showing off their range and depth of knowledge, and their discursive abilities, in particular. Teachers are reminded about the availability of item-level data for all papers on the WJEC secure website.

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Unit	Entry	Max Mark	Mean Mark
GP3a	59	80	50.1
GP3b	18	80	43.3

Grade Ranges

A	57
B	51
C	45
D	40
E	35

N.B. The marks given above are raw marks and not uniform marks.

GP3a

The most popular combination was questions 1 and 3, with smaller numbers of candidates opting for question 2 and question 4. All questions proved equally accessible for candidates, despite the particular difficulties that question 3a presented for some.

QUESTION 1

- (a) There were some excellent answers to this question, showing knowledge of the whole range of direct democracy in the USA, with examples, and well-explained reasons why it can be defended such as federalism; state differences; to allow unpopular office-holders to be removed etc.
- (b) This question proved difficult for some candidates who struggled to apply their knowledge to the specific question set. Campaign finance is an important issue in this topic and it is expected that candidates will have more than a superficial grasp of it at A2 level. Relatively few candidates made the distinction in any detail between the importance of wealthy donors (such as corporations or wealthy citizens) and small donations by individual voters; there was a lack of discussion of the various limits that apply and how this has affected the financing of recent presidential campaigns. Some candidates had good, detailed knowledge of the 2008 presidential election, but did not really use it to answer the question set. Some candidates were, however, able to argue the relative importance of corporate donations and appealing to voters directly to donate, as well as weigh up the significance of money at various stages of the election process compared with other factors such as the media, or qualities in the candidates themselves. These essays were wide-ranging and detailed.

QUESTION 2

- (a) This question was answered by comparatively few candidates but the answers were good, with many reasons explained why third party and independent candidates struggle in the USA, which included the problems of money-raising; providing a different view to the two main parties etc.
- (b) This question was less well-answered than part (a), with an over-concentration on the roles of parties in campaign finance and in voter identification (both of which are parts of other topics). Whilst these are valid points of course and were credited, many answers failed to then deliver much in detail on the content area of this topic, such as the importance of parties ideologically in the USA, the significance of policy differences between the main parties, or the impact of parties on policy-making and direction.

QUESTION 3

- (a) There were some excellent answers to this question, which explored the legitimacy of results when turnout is low, the impact on the representation of minorities and the impact of propositions etc. The majority of answers concentrated on the reasons why there are high levels of abstention in elections in the USA, however, which was not the focus of the question.
- (b) Most candidates, but not all, were able to focus their answer on the material from this topic area. Those that did discussed the importance of issues against the importance of other factors affecting voting behaviour, such as partisanship, age, ethnicity, religion, gender etc. A significant number of these answers, whilst firmly rooted in the correct material for the topic, were mainly listing answers with a paragraph describing each factor, rather than an evaluation of their relative importance. Detailed discussion of how specific issues have impacted on voting behaviour in specific elections was lacking too, with many candidates identifying the economy vaguely in the 1990s and that was all. A number of candidates based their answer almost entirely on material from topic 1; citing money, the media, and candidates themselves as a counter-argument to issues. Candidates need to have a clearer understanding of what is being examined in each topic area.

QUESTION 4

- (a) Many answers to this question were comprehensive, with a suitable range of reasons identified and explained, including the 'revolving door' syndrome, expertise and access etc. There were few examples though.
- (b) There was particularly good knowledge of direct action, ranging from Civil Rights' campaigns to the killing of doctors who perform abortions in the USA. There was less analysis of the success of such methods though, as the question demanded. Knowledge of lobbying was less detailed again, with few examples of successful or unsuccessful lobbying cited, either at state or federal level. Some candidates referred to President Obama's Healthcare Bill, but few were able to give much in the way of detail about how the outcome of the Bill was affected by the lobbying of interest groups. There were a few good discussions of the power of the NRA in lobbying against gun reform.

GP3b

Note: only one centre entered candidates for this paper.

Question 1 was the most popular, in combination with either 2 or 4. All questions proved equally accessible for candidates.

QUESTION 1

- (a) Many candidates were able to give a range of ways in which power can be limited in a democratic state, concentrating on judicial review and the role of elections. Some candidates were able to discuss membership of international organisations or the devolution of power as limitations. There was little discussion of the role of constitutions or pluralism. Some answers listed effectively, but were less convincing in explaining how these things actually limit power.
- (b) This question was answered well by the majority of candidates. Some declared the media to be too powerful but failed to explore adequately a counter-argument in a balanced way. This limits the marks that can be awarded, especially for AO2. Many candidates were able to list the ways in which the media are powerful, and contrasted the print media with broadcasting, and with various forms of new media in their answer in a fairly detailed description. Many answers discussed the powers of the judiciary over the media through injunctions etc., and the influence of huge media empires such as News Corp. It was a great pity that the phone hacking scandal broke just after the examination. Few candidates addressed the aspect of the question of whether the media are *too* powerful.

QUESTION 2

- (a) Many candidates were able to offer a range of reasons here, including personal gain and financial gain for the party. Fewer candidates explored the corrupting nature of politics in general or the isolation of politicians from those who elect them. Most candidates were able to provide examples such as the 'cash for honours' scandal.
- (b) The answers to this question tended to be quite narrow in focus, (one or two aspects only) and confined mainly to the UK and the USA. Most candidates were able to argue that bureaucracies in these two countries have expanded, but few tackled the counter-argument convincingly (bureaucracies sometimes contract – reducing the role of the state, privatisation etc) and the idea of the inevitability of bureaucratic expansion in a modern state was not really taken on.

QUESTION 3

There were no responses to this question.

QUESTION 4

- (a) The responses to this question were good, with many candidates showing sound understanding of the Lisbon Treaty's significance. There was little exploration of specific terms of the treaty, but rather overall explanations of 'a constitution by stealth' nature.
- (b) This question was well done, with balanced responses offering both sides of the argument and giving a range of points on both sides. These included the perceived financial costs to the UK of EU membership and loss of political sovereignty. Against this view, candidates argued that the EU has had positive benefits for the UK such as trading partners and the fact that the UK is not as bound to it as some other member states and can still exercise sovereignty. Candidates showed a good grasp of the topic.

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GP4	65	80	50.0

Grade Ranges

A	57
B	52
C	47
D	42
E	37

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GP4a

The most popular combination of questions was 1 and 4, but significant numbers of candidates answered questions 2 or 3, usually with question 1. Question 4 proved the most difficult, with the other three questions being equally accessible to candidates.

QUESTION 1

- (a) Most answers dealt with the process of amendment and what makes it so difficult. There was a lot of description of the amendment process. Fewer candidates cited the philosophical principles underlying the constitution, which make it deliberately hard to amend.
- (b) Many candidates showed good awareness in depth of how the constitution can be interpreted by judges, especially with respect to rights. However, some answers concentrated mainly on this, which is too much of an overlap with topic 4 on its own, and failed to explore other factors. These included the flexibility and vagueness of the terms of the constitution, allowing interpretation by Congress and the President of what it means for their powers, or the degree to which the constitution frustrates legitimate government because of its inflexibility. As noted in previous series, candidates generally lack the detailed knowledge of the articles and amendments that examiners expect at this level.

QUESTION 2

- (a) There were many good answers detailing the differences between the two chambers of Congress. Those candidates that scored most highly were able to explain the differences, not just describe them, e.g. by explaining the different functions of each chamber in representing the American people and why this means they have different roles.
- (b) This question is an 'old chestnut'. However, candidates tended to over-concentrate on the levels of control exerted by parties over Congressmen at the expense of a broader range of factors. There was very little discussion of the resurgence of partisanship in Congressional voting, or the importance of parties in the Senate, for instance.

QUESTION 3

- (a) Candidates were able to list the roles of the Cabinet well in answer to this question e.g. providing advice and information to the president; heading government departments and agencies etc. There were very few examples though, to illustrate these points.
- (b) Most answers to this question provided a balanced response with a range of points on each side, arguing that the presidency is weak, and that it is not. The best responses focused on the specific 'tag' in the question – the constraints that operate on the presidency. These include the checks and balances of the constitution and the president's relations with Congress, for example. There was an under-concentration on the vast resources available to the president, including the federal bureaucracy and EXOP, and the ability of the president to appeal directly to the public.

QUESTION 4

- (a) Practically all candidates showed a very good awareness of the detail of some of the main landmark cases. However, many answers were little more than a narration of cases. The question really demanded more than that, and better responses explained that landmark cases change American society and set judicial precedents, defend minority rights etc. It is a little disappointing that many candidates concentrate solely on Marbury vs. Madison, McCullough vs. Maryland and Brown vs. Board of Education. Candidates should try to develop their knowledge of more recent landmark cases.

- (b) There were many answers that were good responses to the question: 'Is the Supreme Court too powerful?', which concentrated on the impact of actions of the Supreme Court. Whilst this is relevant to the question set, it does not tackle it fully. Better answers went beyond this narrow remit and focused on discussing whether the Supreme Court and its powers are undemocratic; controversies over the number and types of justices; use of judicial activism; the relationship of the Supreme Court to the other branches of government etc.



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