



GCE EXAMINERS' REPORTS

GOVERNMENT AND POLITICS AS/Advanced

SUMMER 2012

Statistical Information

The Examiner's Report may refer in general terms to statistical outcomes. Statistical information on candidates' performances in all examination components (whether internally or externally assessed) is provided 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 Comments for AS Level:

There was an increase this series in the numbers of candidates producing consistently good answers across the whole paper, but also an increase in the number of candidates failing to answer the required number of parts. It is clear that candidates and teachers have generally taken on board messages about structure, range and depth, but candidates need to have a clearer idea of what topic material ('content') belongs in which topic area. Whilst it is obvious that Government and Politics is a holistic subject, the specification is nevertheless divided into discrete topic areas and the questions are set on these areas. The examiners expect that the majority or all of a candidate's answer to a question will arise from the topic content of that topic on the specification. There was an increase this session in the numbers of candidates using substantial amounts of topic content from a different topic – sometimes from a different module – in their answers, and ignoring most of the content of their chosen topic. Whilst some of the points made will be relevant, it is obvious that examiners will not be able to reward candidates well for their skills of appropriately selecting the most relevant material with which to answer the question set, and that there may well be major areas of topic content uncovered. There is still an issue with accuracy. It is evident that some candidates are struggling to retain reasonably large amounts of information accurately. More candidates than in previous series relied too heavily on incorrect assertions ('AMS is a complicated voting system where voters have to make many choices') or on generalisations ('AMS always results in coalitions', 'coalitions are always weak'). Many candidates simply do not know enough accurate material, and struggle to apply that which they do know. Teachers may want to consider how candidates can be helped with the acquisition and retention of accurate knowledge and the development of accurate and deep understanding, as well as the skill of selecting relevant knowledge that answers the question set rather than just reproducing topic knowledge in a random way.

Literacy remains a concern on substantial numbers of scripts at AS level. Significant numbers of candidates use language in too relaxed a way for a piece of formal writing. Often they only hint at what would be a valid point, or their language is imprecise – they often do not write what they mean - and the point is unclear. Sometimes, candidates choose the wrong words, which gives their writing the wrong meaning and cannot be credited. Comparatively large numbers of answers to parts (b) and (c) are not paragraphed at all, and are written as streams of consciousness rather than planned and organised responses. As the examination is primarily a test of skills, it will benefit candidates if teachers include skills-building in their teaching programmes. It is unlikely that candidates can access the highest mark ranges if essay skills are left to chance. As noted in previous series, the handwriting of some candidates is very difficult indeed to read, with a considerable number of scripts being almost illegible in places.

Candidates should be discouraged from writing letters of apology or explanation to the examiner. There has been a rise in the number of these this year. Examiners have a duty to read them, in case there are any child protection issues which need to be referred on, but it wastes their time when there is nothing that can be credited in terms of the examination.

Part (a)

Most candidates are now producing answers to this part that earn level 2 marks of 3 or more, and many candidates are scoring 4 and 5 marks. Where candidates fail to score 5, it is usually because they do not give a specific example, or because their development of their description is repetitive. Candidates are reminded that they need to provide accurate facts, and define the term without simply copying from the extract.

Part (b)

Most candidates in this series seemed to be aware that the extract is there to help them, and many successfully exploited the prompts contained in the extracts. The best candidates were also able to include their own knowledge in an answer that clearly addressed the requirement of the question to 'explain', and was supported by relevant, specific examples. Some candidates are still listing 5 or 6 factors, and this sort of answer scores less well than one where the candidate has developed an explanation of a smaller range of points.

Part (c)

There has been an increase this year in the numbers of candidates writing structured, two-sided, balanced arguments that address the viewpoint in the question and at least one counter-view. This is encouraging. However, some candidates write less than a page for this part of each question. It is expected that the length of response will be governed by the number of marks available. This part is worth 25 of the total 40 marks for each question, and it is expected that candidates will produce an essay. It is unlikely that candidates can develop their points sufficiently in a response of less than a side long, and many candidates are severely restricting their overall marks by failing to extend their answers to this part sufficiently.

Some candidates do not paragraph their response at all, however long it is.

Candidates and teachers are reminded that the skill focus for part (c) is analysis and evaluation. Examiners expect to see candidates build a case for the premise in the question, and against it, explaining and supporting their assertions and reaching an overall conclusion, selecting and applying their knowledge and understanding of the topic area from the specification, and sustaining a focus on the question set. They can do this in a number of ways, but ultimately their essay must be focused on a discussion of the issues raised by the question set, and not be a generalised topic response, to access the higher marks. Candidates that approach this part as an opportunity to trot out learned notes on the topic generally, or who write a list of paragraphs describing factors without relating them to the question set, and often without supporting the assertions they make, will not score well. Many candidates that adopt the 'listing' approach start with whichever factor was first in their notes, and do not start with the idea or statement in the question. Failing to start by addressing the factor in the question first gives an impression of disorganisation and lack of focus and may well affect marks awarded for AO3.

In brief, it is recommended that for part (c) candidates:

- Construct a case and counter-case to the premise in the question in a response that is essay-length.
- Preface and end their response with an introduction and a conclusion.
- Write in paragraphs.
- Focus on the skills for this part – analysis and evaluation – and not on long descriptions that do not answer the question directly.
- Start by addressing the factor or viewpoint in the question first.
- Assert arguments/points that are, in fact, accurate and correct, and that clearly address one side of the argument or the other ('for' and 'against').
- Support these assertions with good, clear explanations of them and specific factual support that does prove the point being made.
- Sustain a clear focus on the question throughout their response.

It is recommended that teachers and candidates study the generic markscheme, and discuss and familiarise themselves with the features of an answer that would be rewarded at the higher levels for each Assessment Objective. Candidates must demonstrate their competence across all three Assessment Objectives in terms of the skills they display (AO2), the specific knowledge and understanding that they select and apply (AO1) and the way they organise and communicate their work (AO3).

It is recommended that teachers refer to the question paper and read the published markscheme, in conjunction with the comments in the Examiner's Report.

GOVERNMENT AND POLITICS
General Certificate of Education
Summer 2012
Advanced Subsidiary/Advanced

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	182	80	47.3

Grade Ranges

A	56
B	50
C	44
D	38
E	32

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

GP1

1401 – People, Politics and Participation

On GP1 questions 1 and 2 were the most popular, as they have been in previous series. Less than 20% of candidates attempted question 3, and just under 50% chose question 4. However, all four questions were about equal in terms of their accessibility for candidates, and the mean mark for each question was very similar.

- Q.1
- (a) Many candidates were able to answer well on opinion polls, with succinct descriptions of their purpose and how they can be conducted as well as several well-known examples.
 - (b) Good use was made of the prompts in the extract, and many candidates were able to add reasons from their own knowledge, well-supported with relevant examples. Some candidates struggled to focus their response on party leaders' images in elections specifically.
 - (c) Some candidates addressed the issue in the question well, discussing the north-south divide, breakthroughs by Respect and others, regionalism and safe seats. Surprisingly, few candidates considered the successes of nationalist parties in Wales and Scotland, or voting behaviour in elections other than general elections. This topic always produces disproportionate numbers of answers that just list factors, and make no attempt to evaluate the relative importance of them. These 'listing' responses are too generalised to score top level marks.
- Q.2
- (a) The majority of candidates were well aware of this voting system, and described it well, with an example of where it is used, or with specific facts about how it works. A significant minority confused STV with AV, however.
 - (b) A surprising number of candidates listed incorrect features of AMS, such as that voters must rank their choices, or that it is a fully proportional system. They did not fully understand the system. There were reasonably high numbers of answers that listed the features of AMS without attempting to explain whether or how they were advantages or disadvantages.
 - (c) Whilst some candidates were able to address the requirements of this question directly, discussing the merits and demerits of proportional and non-proportional systems in some detail, many candidates simply described systems in turn without applying their knowledge to the question. Some just argued for and against proportionality without mentioning any electoral systems at all.
- Q.3
- (a) This question was done well, with the majority of candidates defining the term appropriately.
 - (b) The extract provided a number of prompts and candidates made good use of them. However, hardly any candidates went beyond the extract to argue that political parties provide for political recruitment or even that they provide an important channel of participation in politics.
 - (c) For this question, there was a high number of answers that simply agreed with the assertion in the question and presented no counter-argument to it. Most candidates were aware of differences within parties, and wrote in an informed way about different factions. Many were less confident discussing differences (or the lack of them) between parties though.

- Q.4 (a) This question produced the best answers of all the (a) parts on the paper. Candidates fully understood the term and were able to describe it and give a relevant example.
- (b) This question has been asked before, yet the answers produced this time were little better than previously. Candidates do not fully understand the differences between a social movement and a pressure group. Some candidates cited campaigns against dangerous dogs or gun ownership as social movements, for example.
- (c) There were some excellent answers to this question, that fully debated the issues raised in the question, with thorough exemplification. Some candidates struggled though, providing little more than a list of paragraphs on types of pressure groups and how they work, fairly unapplied to the question set. There was a significant number of answers that alleged that the premise in the question is true, provided no counter-argument, and cited Fathers4Justice as an example, despite there being little evidence, in fact, that a high media profile does automatically guarantee government attention for groups.

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Unit Statistics

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Unit	Entry	Max Mark	Mean Mark
GP2	216	80	46.3

Grade Ranges

A	56
B	49
C	43
D	37
E	31

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

GP2

1402 – Governing Modern Wales

On GP2 question 2 was the most popular. Questions 1 was almost as popular, and just under 50% of candidates attempted question 3. As in previous series, question 4 was the least popular and candidates who attempted it performed poorly. The mean mark for questions 1,2 and 3 were very similar, suggesting that candidates found them equally accessible. The mean marks for GP2 were very similar to those for GP1 in this series.

- Q.1 (a) Some candidates defined and developed this term well, with reference to relevant examples such as reforms of the House of Lords, devolution, or the establishment of the Supreme Court.
- (b) Many candidates provided a good explanation using the prompts in the question and going beyond it, explaining that devolution may lead to federalism, and provides for more local solutions in the nations of the UK.
- (c) Essay questions on this topic seem to provide some difficulties for students. Many answered by arguing for and against a written constitution, without applying their knowledge to the question set. Candidates' understanding of how the constitution works in practice is thin. Many candidates dwelled on the role of the monarch, whilst very little mention was made of the role of judges. A lot of material from other topics appeared here, with some answers almost entirely based around the powers of the prime minister, for example.
- Q.2 (a) The term in this question posed no problems for candidates, and the question was answered well.
- (b) The role of select committees as the main way of scrutinising the executive was well-explained. Some candidates alleged that select committees influence policy creation and provide advice to the government but did not explain exactly how this is done and so did not really demonstrate full understanding. There was less confusion than in previous series with public bill committees.
- (c) The question was generally done well, with arguments covering both political and social representation, and some accurate and relevant supporting facts. Some candidates struggled to focus on the topic content of the specification, and argued mainly along the lines of whether the electoral systems by which we elect our representatives are fair, which is only tangential to this question.
- Q.3 (a) On the whole this question was done poorly, with candidates unsure of the role of the Secretary of State for Wales, and unsure of any holders of the office, past or present.
- (b) Good use was made of the extract in answering this question, and many candidates were able to go beyond this, explaining that the First Minister's powers are constrained by the Government of Wales Act, the likelihood of a coalition and other factors.

- (c) Many answers to this question engaged with the central issue quite well, although some candidates restricted their answer to a debate on the powers of the Prime Minister rather than considering the core executive more widely. However, some candidates drifted away from the topic content in the specification and concentrated their answers on material from other topics, in particular the Parliamentary Structures topic. There was hardly any mention of special advisors, or the way the core executive has changed to provide more support for the Prime Minister in recent years.

Q.4 Very few candidates answered this question.

- (a) Most candidates struggled with this term, they were able to provide a general definition but did not know any specific details.
- (b) Answers were confined to the extract for this part, with one or two candidates able to allege that turnout in local elections is low as an additional point.
- (c) Many answers to this part were insufficient, or relied on paraphrasing and restating the points made in the extract.

General comment for A2 level:

The majority of candidates provided the full range of four answers required in the time allowed. Many are getting to grips with the demands of the generic markscheme and are aware of what the marks are allocated for. The candidates who score top level marks are explaining points they make well, and analysing and evaluating in the part (b) answer. There is a clear indication that candidates are realising that the examination is more than a test of their knowledge, it is a test primarily of their skills in handling that knowledge. There is an expectation at A2 level that candidates will write well, structuring and crafting their responses with focus on the question set. There is also an expectation that they will demonstrate sound, even sophisticated, knowledge and understanding of a range of viewpoints that is up-to-date. These expectations are unlikely to be achieved through learning class notes or model answers, or through candidates relying entirely on their teachers for what they know and understand. As stated in previous Examiner's Reports, candidates at this level will need practice in organising their thoughts, sustaining and exemplifying an argument, and in structuring a good response in the time allowed. Teachers should consider how they can best support candidates in acquiring the skills required, at an appropriate level. This is a course where candidates need to have up-to-date knowledge. They should constantly use the internet for their own research, and teachers should ensure that candidates are aware of the articles in Politics Review as they are published.

Part (a) answers are improving in general, as has been noted in previous series. Most candidates are engaging with the question. However, candidates need to bear in mind that the skill being tested is explanation (AO2). There are fewer marks for this than for knowledge (AO1) but examiners expect to see an obvious attempt to explain, and not just to describe, in order to access the higher level of the markscheme. Candidates that do well offer a concise and highly relevant answer, firmly focused on explaining the issue in the question, typically in around 3 main points. Candidates that do less well tend to offer description, lists of 6 or 7 features, and material that is almost, but not quite, relevant. They tend to offer weaker factors or points and display a less secure understanding of the topic, with few examples. Some very good candidates are being let down by their responses to part (a). At A2 level examiners expect that candidates will provide several points of explanation, not just one, and that their explanation will reveal a deep understanding appropriate to A2 level in a structured response where their different reasons are clear. Some candidates provide no more than a string of ideas, or a range of unexplained examples, or an historical description. None of these approaches scores well.

Part (b) still presents problems for many candidates, who lack the required essay-writing skills at this level. Candidates that score well answer the question on the paper, not a different question. The direction of their argument is clear throughout their answer and they never lose focus on the question set. There is little, if any, irrelevant drift and they are able to select, organise and apply what they know to provide a good, wide range of arguments that address the question. These candidates often demonstrate individual research and a high level of understanding across the topic content. It is clear that they have thought about the possibilities for essay questions within each topic, and have done some preparation beforehand. Teachers and candidates are reminded that the generic markscheme at A2 level rewards one-sided responses with Level 1 marks, however good that one side is. It is vital that candidates understand that they must provide a counter-argument (a discussion of the issues then, not simply a statement in agreement with the question) to access the higher levels. Candidates that do less well often make statements and assertions that lack explicit connection to the question set, and which are often unexplained and unproven. They rarely provide an appropriate range of arguments. Their points are often just stated, without any clear indication to the examiner about whether they are arguing for or against the proposition in the question. Some candidates make statements which they then contradict with the evidence they provide. Many begin their answer by defining words in the question, or by asserting that, 'Before we answer this question we must first'. This is an excuse to drift.

Candidates should be encouraged to engage with the debate in the question straight away, and not waste time defining words and concepts. There is a number of issues here for teachers to try to address in their lessons at this level, not least of which is how best to develop candidates' skills as independent and effective learners, who can select, deploy and apply their knowledge effectively in a discussion that is focused on the issues in front of them. It is not helpful at this level if candidates are passive learners.

Teachers are reminded of the value of marked scripts from previous series as a tool to help candidates evaluate the features of good responses. Item-level data for all papers is available on the WJEC secure website. The Teacher Guide provides useful advice on preparing for the examinations and the skills required. It is recommended that teachers consult the relevant question papers and markschemes alongside the comments which follow for each paper.

It is recommended that teachers refer to the question paper and read the published markscheme, in conjunction with the comments in the Examiner's Report.

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Unit Statistics

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Unit	Entry	Max Mark	Mean Mark
GP3a	83	80	50.7
GP3b	29	80	45.3

Grade Ranges

A*	62
A	56
B	50
C	44
D	38
E	33

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

GP3

1403/01 The Politics of the USA

Question 1 was the most popular, whilst question 4 was the least popular. This is against the trend of the last few years, when pressure groups has been a popular topic. Question 1 was also the most accessible for candidates, although the mean scores for all the questions were very similar.

- Q.1 (a) The roles of the National Party Conventions were well-understood by many candidates. However, there was a tendency to describe what happens, rather than explain the roles, or to list 5 or 6 roles.
- (b) As indicated by the facility factor and mean score, this question was answered well. Many candidates engaged in a wide-ranging discussion about the multiple opportunities for seeking elected office, or the advantages and disadvantages of the Invisible Primary or the Electoral College. Those that scored less well tended to provide a mainly one-sided response with only scant attention to a counter-argument, and these candidates tended to focus on the presidential election only. There was relatively little mention of the primaries, or of direct democracy in the USA.
- Q.2 (a) This question was done poorly on the whole, with candidates explaining what Compassionate Conservatism is/ was, but not really engaging with why it emerged in the Republican Party.
- (b) Many answers to this question were general surveys and did not provide much in the way of specifics about the extent of ideological or even policy agreement and disagreement between the parties. There was surprisingly little about factions within the parties either.
- Q.3 (a) Many answers to this question provided only one explanation for the gender gap – policy differences. Some candidates linked gender to age effectively, and one or two responses mentioned the effect of role models.
- (b) Most candidates approached this question well, with an appropriate focus on the factor in the question. There was a good understanding of the extent to which ‘independent’ voters in the USA are truly independent, and some discussion of split-ticket voting, although there was a lack of evidence from actual elections. Most counter-arguments were thorough in range but there was a tendency to lapse into listing the other factors rather than analysing or evaluating them.
- Q.4 (a) This question was done extremely well, with many candidates giving a thorough explanation of the power of the gun lobby, related to the 2nd Amendment, the money behind the pressure groups involved, and their connections with Congress.
- (b) A significant number of candidates provided only a one-sided answer to this question, asserting that pressure groups in the USA do undermine democracy. Few candidates tackled the ‘national interest’ part of the question. Counter-arguments were generalised and thin, mainly.

1403/02 – Political Ideologies

The small number of candidates for this paper makes analysis of trends difficult.

There was a tendency by some candidates to narrate the history of the development of the ideology, or the beliefs of individual thinkers in the past, to the exclusion of an understanding of the core beliefs of the ideology, or its relevance today. Some candidates were able to deal with practical examples of the ideologies but did not demonstrate much understanding of them as intellectual ideas or philosophies.

- Q.1 (a) This was a popular question, and most candidates answered it well, explaining the impact of democracy on individualism and on minorities. Very little mention was made of elitism, and some candidates drifted into why some liberals approve of democracy, which was not the question.
- (b) Most candidates argued well the impact of liberal thinking on the Liberal Democratic party in the UK and most compared this with the impact of liberal thinking on the Thatcherite wing of the Conservative party. The work of John Rawls was discussed, and mention made of the 'Orange Book.' Few candidates tackled the impact of liberal thinking on the Labour Party, or any others, in any depth. Some candidates just trawled through some liberal thinkers they had learned.
- Q.2 (a) Most candidates were able to discuss the position of various strands of socialist thinking on the idea of private property ownership but there was a lack of explanation of the ideological or philosophical reasons why socialists in general would be opposed to the idea.
- (b) Many candidates entered into well-informed and structured discussions around this question, comparing the approaches of social democrats with Marxists for instance, and the importance of revolution. Fewer candidates engaged with the debate amongst socialists about 'ends' though, e.g. absolute equality versus equality of opportunity, for instance.
- Q.3 (a) This question was done fairly poorly, with many candidates listing a string of traditional values and institutions and describing each one.
- (b) There was a good focus in most answers on the debate about whether conservatism represents an ideology or whether it is pragmatism. There was little discussion of the 'retention of power' part of the question though, with little debate about whether the Conservative party has reinvented itself periodically just to achieve this, or whether such reinventions represent a change to its core ideology.
- Q.4 No candidates answered this question

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Unit	Entry	Max Mark	Mean Mark
GP4a	55	80	48.5
GP4b	13	80	44.3

Grade Ranges

A*	61
A	55
B	49
C	43
D	38
E	33

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

GP4

1404/01 – The Government of the USA

As in previous series, question 1 was the most popular. However, more candidates answered question 2 than question 4 this time. Question 3 was, as in the past, the least popular choice. Question 4 proved the most accessible, although the mean mark for all questions was very similar.

- Q.1 (a) Many candidates explained that separation of powers is important to avoid tyranny and the possible domination of one branch over the others. Few candidates explored the nature of the separation in the USA, ie. partial agency, and the importance of this in the checks and balances of the system, or its effect on government in the USA.
- (b) Many good answers were produced to this question with candidates showing detailed knowledge of the Bill of Rights, appropriate to the issue in the question. Many candidates were familiar with Amendments 2, 9 and 10 and were able to discuss these well. Less mention was made of others, especially Amendments 5 and 14, and few candidates see the Constitution holistically, as one document whose parts are related to each other. Few candidates referred to the Elastic and Commerce Clauses, for instance, and the effect these have had on expanding the powers of Congress at the expense of the states.
- Q.2 (a) This question was done well, with most candidates understanding the process and able to explain its significance as part of the system of checks and balances and its importance in terms of the threat of it, and its impact on the few occasions it has been used. Most candidates were aware of both presidential and judicial examples.
- (b) Questions of this sort on the whole topic of Congress are rarely done very well. Candidates tend to focus only on a few aspects of the workings of Congress, and do not show an understanding of the whole topic. This potentially restricts their marks. Most candidates wrote well about pork-barrelling and filibuster, some mentioned the effects of incumbency and of gridlock, few candidates mentioned the workings of the committee system. Counter-arguments were weaker, with few candidates exploring the features that make Congress effective and efficient, or arguing that the need for compromise is not always a bad thing.
- Q.3 (a) The candidates who chose this question answered this part well. They explained a range of factors, including the need to appoint specialists, the need to balance the factions of the party, the need to reward service given in the campaign etc.
- (b) This question was done poorly. Many answers displayed a poor range of arguments and a lack of organised structure. It is important that candidates should have considered possible essay-type questions before the examination, and not have relied totally on past papers. A significant number of answers were one-sided, arguing only that the quote in the question is true, and presenting no counter-argument.

- Q.4 (a) Many candidates answered this question well, explaining a range of reasons, including the lifetime tenure of Supreme Court judges and their personal philosophies, the impact each can have on Court decisions etc.
- (b) The arguments presented by candidates in favour of the proposition in the question were convincing. These included the constraints on the Supreme Court's power to hear cases and enforce its decisions, as well as discussion of judicial restraint and strict constructionism. Many candidates cited the impact of landmark cases in their counter-argument. There was mention of a slightly wider range of landmark cases, beyond *Brown vs. Board* and *Roe vs. Wade*, which is encouraging. Few candidates provided a response that addressed a very wide range of arguments on the question, though.

1404/02 – Challenges in Contemporary Politics

The small number of candidates for this paper makes analysis of trends difficult.

There were examples of very good answers, especially to question 3. However, there were also examples of theoretical answers with hardly any application to politics today. There were also answers where candidates unloaded their class notes and which really did not engage with the issues in the question.

Q.1 No candidates chose this question

- Q.2 (a) Most candidates explained this quite well. They provided reasons that included the range of thinking within Environmentalism, from 'light' to 'dark' green thinking, and the increased powers that governments would need to enforce it. Few candidates referred to the conflict of sustainability with industrial economies and politics.
- (b) The 'local level' part of this question was done well, with candidates having quite extensive knowledge of local initiatives in their areas. Most tended to agree with the question, that global attempts at green thinking usually fail, although they provided few examples. Counter-arguments were weaker, although candidates could have explored the successes of the environmental movement and green politics around the world.
- Q.3 (a) This question was done very well, with many candidates showing a sophisticated understanding of the differences in these two strands of feminist thought, which they explained in an organised and convincing way.
- (b) There were many good answers to this question. Candidates discussed successes such as equal opportunities legislation and the changing nature of the role of women in society. Fewer candidates considered whether these successes can be regarded as permanent and real, eg. from a radical perspective. Many candidates proposed that there is still a place for the women's movement, in particular with regard to the rise of religious extremism and the perpetuation of cultural stereotypes. Fewer candidates argued the importance of the women's movement from a political perspective – the effects on female employment of an economic downturn, the continuing lack of female representation in some legislatures etc.

- Q.4 (a) Most answers dealt well with reasons such as the importance of maintaining cultural distinctiveness for immigrant groups, and the importance of opening up political opportunity to minority groups. Fewer candidates dealt with the minority rights of indigenous minorities, although some candidates cited the experiences of French Canadians.
- (b) Some answers to this question tended to be narrow in range, anecdotal, and often one-sided, agreeing with the question only. Of the better responses, some candidates discussed the impact of political initiatives such as devolution on multiculturalism, and the passage of important anti-discrimination legislation. Few candidates analysed the different views of what multiculturalism means in practice. Some candidates discussed reactions to attempts by states to secure multicultural rights – such as negative perceptions of special status and political correctness.



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