GCE Examiners' Report

Government and Politics

GCE

Summer 2026

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Introduction

Our Principal Examiners' report provides valuable feedback on the recent assessment series. It has been written by our Principal Examiners and Principal Moderators after the completion of marking and moderation, and details how candidates have performed in each unit.

This report opens with a summary of candidates' performance, including the assessment objectives/skills/topics/themes being tested, and highlights the characteristics of successful performance and where performance could be improved. It then looks in detail at each unit, pinpointing aspects that proved challenging to some candidates and suggesting some reasons as to why that might be.[1]

The information found in this report provides valuable insight for practitioners to support their teaching and learning activity. We would also encourage practitioners to share this document – in its entirety or in part – with their learners to help with exam preparation, to understand how to avoid pitfalls and to add to their revision toolbox.

Further support

Document	Description	Link
Professional Learning / CPD	WJEC offers an extensive programme of online and face-to-face Professional Learning events. Access interactive feedback, review example candidate responses, gain practical ideas for the classroom and put questions to our dedicated team by registering for one of our events here.	https://www.wjec.co.uk/home/professional-learning/
Past papers	Access the bank of past papers for this qualification, including the most recent assessments. Please note that we do not make past papers available on the public website until 12 months after the examination.	Portal by WJEC or on the WJEC subject page
Grade boundary information	Grade boundaries are the minimum number of marks needed to achieve each grade. For unitised specifications grade boundaries are expressed on a Uniform Mark Scale (UMS). UMS grade boundaries remain the same every year as the range of UMS mark percentages allocated to a particular grade does not change. UMS grade boundaries are published at overall subject and unit level. For linear specifications, a single grade is awarded for the subject, rather than for each unit that contributes towards the overall grade. Grade boundaries are published on results day.	For unitised specifications click here: Results, Grade Boundaries and PRS (wjec.co.uk)

[1] ***Please note that where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report.***

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Exam Results Analysis	WJEC provides information to examination centres via the WJEC Portal. This is restricted to centre staff only. Access is granted to centre staff by the Examinations Officer at the centre.	Portal by WJEC
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Executive Summary

Performance across GCE Government and Politics in Summer 2026 was generally strong, with candidates demonstrating secure knowledge and understanding across the qualification. The most successful responses combined detailed subject knowledge with effective application, analysis and evaluation. Responses that engaged directly with the demands of questions, used accurate political terminology and supported arguments with relevant contemporary examples were consistently rewarded. Overall, performance was broadly in line with previous examination series and the assessments differentiated effectively across the ability range.

Across Units 1, 2 and 4, most candidates demonstrated secure understanding of political institutions, processes, participation, constitutional principles and political behaviour in both the UK and in the US. Contemporary political knowledge was often a strength. However, AO2 and AO3 continued to provide the greatest differentiation. Whilst many candidates applied knowledge effectively and developed balanced arguments, others relied on descriptive or topic-based responses that did not fully address the requirements of the question.

At AS, candidates showed an improving understanding of the differing demands of the three sections. Section A responses demonstrated better time management and a clearer focus on AO1 requirements, although many candidates limited achievement through a narrow range of examples or by failing to address the precise focus of the question. Performance in Section B showed improvement in AO2 skills, with more candidates engaging effectively with stimulus material, although some continued to paraphrase extracts rather than apply their own knowledge. In Section C, candidates increasingly demonstrated the ability to construct balanced debates and reach substantiated judgements, although stronger responses remained distinguished by a sustained focus on the question and a wider range of evidence.

Performance in Unit 3 reflected strong knowledge of political concepts, ideologies and theories. Candidates demonstrated impressive breadth and depth of understanding across liberalism, conservatism, socialism, communism and nationalism. However, a recurring theme across the qualification was the gap between strong content knowledge and the ability to deploy that knowledge analytically through comparison, evaluation and sustained argument.

Across all units, the most successful responses demonstrated precision in political terminology, clear engagement with command words and effective use of contemporary examples. Less successful responses often showed confusion between related concepts, insufficient range in supporting arguments, limited comparison where required, or an over-reliance on descriptive narration. Candidates who focused consistently on the wording and demands of the question performed noticeably better than those who reproduced pre-prepared material.

The principal area for improvement remains the development of higher-order skills. Centres should continue to emphasise application, comparison, analysis and evaluation, alongside question focus, balanced argument, substantiated judgement and the use of varied, contemporary supporting evidence.

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UNIT 1

Overview of the Unit

Unit 1 assesses all three Assessment Objectives. AO1 tests candidates' knowledge and understanding of political concepts, institutions, processes and theories. AO2 requires candidates to apply this knowledge to contemporary political situations and the UK political context. AO3 assesses candidates' ability to analyse and evaluate political information, arguments and developments in order to reach substantiated conclusions.

These assessment objectives are examined across three distinct sections. Section A consists of short-answer questions assessing AO1 knowledge and understanding. Section B contains stimulus-based questions that assess both AO1 and AO2 through the application of knowledge and understanding to political information and issues. Section C comprises essay questions that provide opportunities to demonstrate AO1 knowledge and AO3 analytical and evaluative skills.

The unit tests a broad range of political content and skills. Candidates are expected to demonstrate understanding of core political concepts such as forms of government, the nature of the British Constitution and parliamentary sovereignty. They must also show knowledge of UK political institutions including Parliament, government, the judiciary, devolved institutions and the constitution. This year's assessment included questions on ministerial responsibility and the role of the opposition in Section A; codified and uncodified constitutions and parliamentary sovereignty in Section B; and devolution, prime ministerial government and the Supreme Court in Section C.

Performance across the unit was generally positive, with most candidates demonstrating secure AO1 knowledge of key concepts. Stronger responses deployed precise terminology and integrated contemporary political examples effectively into their responses. The most successful responses also engaged directly with the specific demands of individual questions rather than producing generalised responses on a topic area. As in previous series, AO2 and AO3 provided the greatest differentiation between candidates. Whilst many candidates applied knowledge effectively and developed balanced arguments, others relied on descriptive accounts, generic examples or one-sided responses, limiting their ability to access the higher mark bands. The effective use of recent political developments remained a significant discriminator, with stronger responses demonstrating relevance, application and evaluative depth.

Comments on individual questions/sections

Performance in Section A was generally strong, with many candidates demonstrating secure knowledge and understanding of key political concepts and institutions. The question on the role of the opposition enabled many candidates to demonstrate concise, accurate and contemporary knowledge. Stronger responses showed a clear understanding of the opposition's scrutiny, accountability and representative functions and were supported by relevant examples.

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The question on ministerial responsibility proved more challenging. A significant minority of candidates confused individual ministerial responsibility with collective ministerial responsibility, highlighting the need for greater precision in the use of political terminology. Candidates should ensure that all key concepts within the specification are understood accurately and distinguished clearly from related terms. High-scoring responses offered precise definitions and often illustrated their understanding through contemporary examples drawn from recent governments.

Across Section A, successful responses demonstrated a secure command of political vocabulary and clear conceptual understanding. Less successful responses tended to rely on partial definitions or showed confusion between related concepts, restricting achievement in AO1.

Performance in Section B was mixed and highlighted the importance of AO2 skills. Many candidates demonstrated sound knowledge of constitutions and parliamentary sovereignty, but there was considerable variation in the extent to which this knowledge was applied to the specific requirements of the questions.

Question 3 provided a useful example of this issue. Many candidates demonstrated sound understanding of codified and uncodified constitutions but made little attempt to compare them directly. Instead, some responses evaluated the strengths and weaknesses of a codified constitution in general terms. Whilst such knowledge was often accurate, it did not address the comparative focus of the question and therefore struggled to access AO2 marks. The strongest responses established clear comparisons between codified and uncodified constitutions and used relevant examples to illustrate both similarities and differences.

Similarly, responses to parliamentary sovereignty often demonstrated strong AO1 knowledge but were less successful in establishing connections between theory and practice. Stronger responses compared parliamentary sovereignty as a constitutional principle with its practical operation, offering nuanced discussion supported by contemporary evidence. Weaker responses tended to describe parliamentary sovereignty without fully developing the comparisons and connections required by the question.

The use of stimulus material also remained an important differentiator. Stronger responses integrated information from the stimulus into their responses and combined it effectively with their own knowledge. Less successful responses made limited use of the material provided or treated it as an add-on rather than an integral part of the answer. Centres should continue to emphasise that AO2 requires not simply knowledge, but the application of that knowledge to the issue, context and material presented in the question.

Section C continues to provide the greatest opportunity for differentiation through AO3. As in previous series, candidates who engaged directly with the wording of the question and maintained a clear focus on the specific issue under debate were rewarded. The expectation of a balanced and sustained argument remains central to success in this section. Responses that presented only one side of an argument or relied primarily on description found it difficult to access the higher levels of the mark scheme.

Questions on devolution, prime ministerial government and the Supreme Court produced a wide range of responses. It was encouraging to see many candidates demonstrate an impressive understanding of devolution, discussing developments across different parts of the UK and drawing upon examples from Wales, Northern Ireland and England. Similarly, many candidates produced sophisticated discussions of prime ministerial government supported by relevant contemporary examples.

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Question 5, concerning the significance of the Supreme Court, revealed a lack of range in some responses. Whilst many candidates were able to explain the role and importance of the Court, fewer were able to develop alternative perspectives or consider its significance in relation to other institutions and constitutional factors. The strongest responses considered competing arguments, evaluated evidence from different perspectives and reached substantiated judgements.

Across Section C, successful responses demonstrated several common characteristics. They engaged directly with command words such as "analyse", "evaluate" and "to what extent"; supported arguments with relevant and contemporary examples; considered alternative viewpoints; and reached justified conclusions that stemmed from the evidence and analysis presented. Less successful responses often relied on unsupported assertions, topic-based knowledge or narrative accounts that were only loosely connected to the question.

Overall, the Unit 1 paper functioned effectively and differentiated successfully across the ability range. Candidates demonstrated generally secure knowledge and understanding, particularly within AO1. Stronger performances were characterised by precise conceptual understanding, effective engagement with contemporary political developments, confident application of knowledge and well-developed evaluative arguments. Continued emphasis on precision in political terminology, application of knowledge to specific contexts and balanced analytical writing will help candidates maximise performance across all three assessment objectives.

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UNIT 2

Overview of the Unit

Unit 2 assessed all three Assessment Objectives. AO1 tested candidates' knowledge and understanding across all sections of the paper. AO2 was assessed primarily in Section B through the application of knowledge to the source material and question set. AO3 was assessed in Section C through analysis, evaluation and the formation of substantiated judgements.

Performance was generally encouraging. Candidates continue to improve in their understanding of the differing demands of the three sections. In Section A there was less evidence of candidates devoting unnecessary time to evaluative skills that are not rewarded, and most candidates managed the 6-mark questions appropriately. However, many candidates continue to limit their achievement by failing to use a sufficient range of examples or by not addressing the precise wording of the question.

Performance in Section B showed improvement in AO2 skills, with more candidates engaging effectively with the extract material than in previous series. Nevertheless, some candidates continued to paraphrase extracts rather than applying their own knowledge to the question. In Section C, candidates increasingly demonstrated an ability to construct balanced debates and reach reasoned judgements. However, the strongest responses remained distinguished by their ability to maintain a consistent focus on the question and deploy a broad range of relevant and contemporary evidence. Topic-based responses that failed to engage directly with the set question continued to restrict achievement.

Comments on individual questions/sections

In Section A, both questions produced responses across the full range of marks and enabled candidates to demonstrate their knowledge and understanding effectively.

A recurring weakness in both questions was the tendency to provide general information without linking it directly to the specific requirements of the question. Whilst most candidates demonstrated relevant knowledge, some failed to apply it to the precise focus of the question.

In Question 1, many candidates demonstrated sound understanding of referendums but did not focus sufficiently on the question of *why referendums are used*. Instead, some responses simply described the features or characteristics of referendums. Similarly, in Question 2, a significant number of candidates failed to recognise that the focus of the question was on *members of political parties* rather than party leaders or elected representatives.

A further issue across both questions was the limited use of examples. Many candidates either failed to provide relevant examples or relied heavily on a single example throughout their response. In Question 1, for example, Brexit was frequently the only example used. Candidates should remember that the higher AO1 bands require a breadth of relevant supporting evidence.

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The strongest responses remained closely focused on the wording of the question, used a range of accurate and relevant examples, and developed their knowledge in a way that directly addressed the issue set. Such responses were frequently awarded full marks.

In Section B, both questions produced a full range of responses and differentiated effectively across the ability range.

Whilst more candidates engaged effectively with the extract material than in previous series, a small minority still made little or no use of the extract and therefore were unable to access a significant proportion of the available AO2 marks. AO2 accounts for two-thirds of the available marks in this section, making engagement with the stimulus material essential. A further characteristic of weaker responses was the tendency to paraphrase or repeat material from the extract rather than applying contextual knowledge and examples to develop explanation and analysis. Such responses typically demonstrated some understanding but lacked the development required for the higher bands.

In Question 3, some candidates unnecessarily explained both similarities and differences between the sociological and rational choice models when the question did not require this approach. In Question 4, some candidates lost focus on the wording of the question and provided detailed accounts of rights cases without linking them sufficiently to the specific issue under consideration. A small minority also relied upon examples drawn from outside the UK, which were generally less effective than relevant domestic examples.

The most successful responses integrated information from the extract with secure contextual knowledge and relevant examples. These candidates maintained a clear focus on the question throughout and were able to develop explanations that addressed both AO1 and AO2 requirements effectively.

Responses to the Section C questions covered the full range of available marks. Most candidates were able to identify the central issue within the question, engage with alternative perspectives and reach an overall judgement, although the quality of analysis and evaluation varied considerably.

There was evidence of improvement in comparison with previous series. More candidates were able to present balanced debates and reach substantiated conclusions. Timing also appeared stronger, with most candidates completing all questions.

The principal area for improvement remains focus on the question. In Question 5, many candidates produced descriptive responses containing general knowledge about the topic without engaging closely with the specific demands of the question. Similarly, in Question 6, whilst many candidates explained why levels of participation vary, some gave insufficient attention to the implications of those differences for democracy, which was a key component of the question.

Question 7 highlighted another common weakness: a limited range of evidence. Many responses focused on only one or two pressure groups despite the wide range of examples available. Across all three questions, stronger responses demonstrated a broader and more contemporary range of evidence than weaker responses.

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UNIT 3

Overview of the Unit

Unit 3, Political Concepts and Theories, requires candidates to demonstrate knowledge and understanding of political theories and their application. Candidates are assessed on their understanding of the ideological traditions of liberalism, conservatism, socialism, communism and nationalism, together with their contemporary relevance.

The examination paper comprises three sections. Section A consists of two compulsory questions assessing AO1 and AO2. Candidates are required to demonstrate knowledge and understanding of political concepts by identifying and explaining relevant similarities, differences and connections. Section B offers a choice of two questions from three and assesses AO1 and AO3. Candidates are required to analyse and evaluate political arguments and viewpoints. Section C is a compulsory synoptic question assessing AO1, AO2 and AO3, requiring candidates to analyse and evaluate similarities, differences and connections between the ideological traditions contained within the specification.

Candidates provided a wide variety of responses across the paper. Most responses demonstrated evidence of thorough revision and secure knowledge and understanding. Only a very small number of candidates were unable to offer responses to the required questions. The overall quality of knowledge and understanding across all three sections reflected the considerable effort candidates had invested in their studies and revision. Many responses displayed impressive breadth and depth of knowledge and there were some outstanding scripts which combined strong subject knowledge with analytical skill, synthesis and independent thinking.

A recurring characteristic of the series was the contrast between the knowledge demonstrated in responses and the ability to deploy that knowledge effectively. Most candidates demonstrated secure knowledge and understanding of the ideological content of the specification. However, the ability to apply knowledge, construct arguments, make comparisons and develop sustained analysis remained the key discriminator. Whilst content knowledge provides the foundation for success, candidates must also demonstrate the ability to use that knowledge to support arguments and judgements. Greater emphasis on practising analytical and evaluative writing would enable many candidates to access the higher bands more consistently.

Comments on individual questions/sections

Performance in Section A was generally strong. Most candidates demonstrated a secure understanding of the concepts of toleration and class and were able to identify relevant similarities, differences and connections. The overwhelming majority adopted a structured approach, providing three aspects or dimensions of the concept under consideration. For toleration, successful responses frequently focused on individualist, ethical and social justifications. Responses on class often examined its use as an analytical tool alongside Marxist and social democratic interpretations.

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Such structures provided a sound foundation for a reasonable response. The strongest responses moved beyond identification and explanation and offered justification of the points that were selected and the order in which they were presented. These responses explained why certain aspects of a concept were more significant or more fundamental than others, enabling them to reach substantiated judgements.

Less successful responses tended to rely on lists of information or disconnected points. Whilst knowledge was often secure, the lack of organisation and explanation limited progression beyond the adequate bands. Candidates should remember that the assessment requires not only identification of similarities, differences and connections, but explanation of their significance and relevance.

Performance in Section B was generally adequate to reasonable, with most candidates able to engage with the central arguments contained within the questions. The majority demonstrated awareness of more than one perspective and attempted to consider alternative viewpoints.

The most successful responses developed a clear line of argument before considering challenges or alternative interpretations. For example, in the question on liberal attitudes towards democracy, stronger responses explored liberal concerns regarding democracy before explaining why liberals nevertheless regard democratic systems as desirable and legitimate. In the question on conservative divisions over economic issues, stronger responses first examined areas of disagreement within conservative thought before evaluating the extent to which underlying common principles continued to unite conservative perspectives. Similarly, responses to the question concerning nationalism and global impact often benefited from discussion of different forms of globalisation – political, economic and social – before evaluating these against the continuing influence of ethnic, cultural and political nationalism.

Where this approach was adopted, analysis and evaluation were usually stronger. By contrast, less successful responses often moved repeatedly between competing arguments without evaluating them. Such responses tended to "flip-flop" between alternative viewpoints, presenting lists of arguments rather than engaging critically with them. Whilst these answers often demonstrated relevant knowledge, they frequently lacked the sustained evaluation necessary to reach the higher bands.

Section C proved the most demanding section of the paper and continued to provide the greatest differentiation between candidates. The principal challenge was the requirement to compare and connect ideological traditions rather than simply describe them.

Many candidates adopted a structure based around individual ideologies, providing narrative accounts of liberalism, conservatism, socialism, communism and nationalism in turn. Whilst this approach often demonstrated secure knowledge and understanding, it made direct comparison difficult and therefore limited progression beyond the adequate band. Simply listing ideological beliefs does not in itself address the comparative demands of the question.

The most successful responses were organised around contemporary political issues and compared ideological responses to those issues. Themes such as economic management, conflict, social stability and the challenges facing Twenty-First Century societies provided effective frameworks for comparison. By examining how different ideologies approached the same issue, candidates were able to identify meaningful similarities, differences and connections between ideological traditions and therefore access the reasonable and thorough bands more effectively.

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Candidates who structured their responses in this way found it easier to compare liberalism and other ideologies directly and develop analytical discussion rather than descriptive narrative. The strongest responses integrated knowledge of multiple ideologies throughout the answer, demonstrating an ability to make sustained comparisons and reach balanced judgements about ideological differences and similarities.

Overall, candidates demonstrated secure knowledge and understanding of political concepts, theories and ideological traditions. The strength of subject knowledge demonstrated in responses was evident throughout the paper. The principal differentiator remained the ability to apply that knowledge analytically and evaluatively.

Across recent examination series, candidates have consistently demonstrated strong knowledge and understanding of ideological content. The continuing challenge is to deploy that knowledge through sustained comparison, analysis and evaluation. Centres should continue to emphasise these higher-order skills alongside content coverage so that candidates can convert secure subject knowledge into the analytical and evaluative responses required for the highest levels of attainment.

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UNIT 4

Overview of the Unit

Unit 4 assesses all three Assessment Objectives. AO1 tests candidates' knowledge and understanding of political concepts, institutions, processes and theories. AO2 requires candidates to explain similarities, differences and connections across the specification and demonstrate understanding of political relationships and consequences. AO3 assesses candidates' ability to analyse and evaluate political information, arguments and developments in order to reach substantiated conclusions.

These assessment objectives are distributed across three sections. Section A requires candidates to explain the significance or consequences of one feature of the specification for another and assesses AO1 and AO2. Section B consists of traditional essay questions assessing AO1 and AO3. Section C is a synoptic question requiring candidates to draw upon knowledge from across the specification and assess AO1, AO2 and AO3.

This year's assessment required candidates to explain the significance of Marbury v. Madison for the work of the Supreme Court and the influence of progressive Democrats on the Democratic Party in Section A. Section B included questions on the relevance of the US Constitution, the effectiveness of the legislative process in Congress and the extent to which election campaigns determine voting behaviour. Section C required candidates to assess whether partisanship threatens all aspects of US democracy.

Performance across the unit was encouraging and broadly consistent with previous series. Most candidates demonstrated secure knowledge and understanding, particularly in relation to contemporary developments in US politics. The strongest responses combined detailed knowledge with focused analysis and sustained evaluation, supported by relevant and often highly contemporary examples. The effective use of recent political developments continued to be a significant discriminator between candidates. Whilst many responses demonstrated secure AO1 knowledge, AO2 and AO3 remained the principal differentiators, particularly where candidates were required to explain consequences and relationships, evaluate competing viewpoints and reach balanced judgements.

Comments on individual questions/sections

Performance in Section A was generally positive. Most candidates demonstrated a sound understanding of both Marbury v. Madison and the influence of progressive Democrats on the Democratic Party. There was clear evidence of contemporary knowledge, particularly in responses that referred to figures such as Bernie Sanders, Alexandria Ocasio-Cortez and Zohran Mamdani when discussing the role of progressive Democrats within the party.

The strongest responses moved beyond simple description and explained a range of consequences. In discussing progressive Democrats, higher-scoring responses examined their influence on the ideological direction of the party, policy priorities, electoral strategy and internal party debates. Similarly, stronger responses on Marbury v. Madison demonstrated a clear understanding of judicial review and explained its significance in establishing the Supreme Court as a co-equal branch of government.

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The principal weakness in this section was a lack of range. Some candidates focused on only one consequence and therefore found it difficult to progress beyond the lower bands. Centres should continue to emphasise that responses require explanation of several consequences rather than detailed discussion of a single outcome. Some candidates also struggled with the significance of Marbury v. Madison, demonstrating knowledge of the case itself but not fully explaining its wider constitutional importance.

Section B's essay questions produced responses across the full ability range. The most successful responses engaged directly with the wording of the question, maintained a clear focus throughout and developed balanced arguments leading to substantiated judgements.

The question on the relevance of the US Constitution was generally answered well. Stronger responses assessed the continuing relevance of constitutional principles such as federalism, separation of powers and checks and balances, while also considering criticisms relating to the age and adaptability of the Constitution. These responses successfully balanced competing perspectives before reaching a judgement.

The question on the effectiveness of the legislative process in Congress proved more challenging. Whilst most candidates demonstrated a basic understanding of how legislation progresses through Congress; many responses became descriptive and lacked the evidence required to support higher-level evaluation. There was a noticeable absence of relevant examples relating to legislation, committees, filibusters and presidential vetoes. Stronger responses evaluated effectiveness using criteria such as representation, scrutiny, accountability and legislative output, supported by specific contemporary examples.

Responses to the voting behaviour question demonstrated good knowledge of a range of influences on electoral outcomes. Stronger responses weighed the importance of election campaigns against factors such as partisanship, demographic trends, candidate image and economic circumstances. However, some candidates misinterpreted the focus of the question and discussed the electoral process more generally rather than evaluating the significance of election campaigns themselves.

Across Section B, the most successful responses offered a clear understanding that balanced evaluation is essential. Topic-based responses that demonstrated knowledge without engaging directly with the specific demands of the question found it difficult to access the higher bands.

In Section C, the synoptic question on whether partisanship threatens all aspects of US democracy proved an effective discriminator. Many candidates demonstrated an impressive awareness of contemporary developments in US politics and were able to draw upon material from across the specification.

Most responses focused on the Presidency, Congress and the Supreme Court. These institutions provided a solid foundation for discussion, and many candidates were able to explain the extent to which partisan divisions have influenced their operation. It was encouraging, however, to see a significant number of candidates broaden their discussion beyond the core institutions to include issues such as the media, campaign finance, gerrymandering and federalism. Such holistic approaches were appropriately rewarded.

The strongest responses maintained a focus on the specific question throughout, evaluating the extent to which partisanship represented a threat and considering counterarguments before reaching a balanced judgement. Many candidates demonstrated impressive contemporary knowledge, including detailed discussion of the actions and impact of the current President and wider concerns regarding democratic norms and institutions.

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Less successful responses tended to provide descriptive narratives of political polarisation or contemporary political developments without fully engaging with the concept of democratic threat. As a result, these responses often contained substantial knowledge but limited analysis and evaluation.

Overall, the Unit 4 paper differentiated effectively across the full ability range. Candidates generally demonstrated secure knowledge and understanding, particularly when discussing contemporary US politics. The strongest performances were characterised by detailed and accurate knowledge, effective use of contemporary examples, the ability to identify and explain multiple impacts, and sustained evaluation leading to balanced and well-supported judgements. Centres should continue to emphasise the importance of range in Section A, direct engagement with question wording in Section B and sustained synoptic evaluation in Section C in order to support the highest levels of attainment.

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Our friendly subject team is on hand to support you between 8.30am and 5.00pm, Monday to Friday.
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Email: GovernmentandPolitics@wjec.co.uk
Qualification webpage: WJEC GCE Government-and-Politics

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