

Examiners' Report Principal Examiner Feedback

October 2020

Pearson Edexcel GCE

In Politics (9PL0/3A)

Paper 3: Comparative Politics – USA

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Examiners' Report US and Comparative Politics Autumn 2020 Series

1a

This was the less popular choice for the optional questions. Most candidates were able to identify the key limitations on each legislative institution, but it was notable that there was a lack of range and depth to these limitations. Frequently, the limitations were referenced with little accompanying explanation or exemplification.

Candidates were more able to address the limitations on Congress, and seemed less confident on UK limitations. There were also some continuing errors on limitations, for example, that Congress require a 2/3 majority to pass legislation, which is incorrect. Similarly, some candidates asserted that Royal Assent is comparable to the presidential veto.

The strongest responses were directly comparative and took note of the explicit key wording in the question- to compare different limitations rather than analyse similarities. In the top levels, this was supported by direct exemplification drawn from both countries.

Going forward, candidates need to be aware that they are expected to directly compare the institutions- rather than describe the US and the UK in separate sections, and should be prepared to use recent rather than historical exemplification as is relevant to the focus of the question.

1b

This was the most popular choice for the optional questions. Candidates were well versed in the roles of the prime minister and the president. However, there was a notable lack of exemplification from both countries, and the exemplification from many candidates was often very historic, when more modern examples could and should have been used.

There was a tendency amongst candidates in the lower levels to drift off the point in to a more generic comparison of prime ministers and presidents, such as one is and MP and the other elected, rather than analysing the roles each plays in their respective country. There was also a tendency to repeat the same point in different ways, for example when describing how the fusion/separation of powers affects the role of each.

As with Question 1a, candidates should be reminded to take note of the explicit key wording in the question- this question asked candidates to compare the ways in which the roles are different, but a significant number of candidates focused solely on the similarities, which was not being examined here.

This is a typical example of a level 4 response- it is detailed and directly comparative, but lacks specific exemplification, so remains in the bottom of the level.

The US president and the Uk's prime minister both have different roles in their respective nations, varying in areas according to their powers.

The first man difference would be their positions in each country. The president's role is as & a 'singular executive' in change of go the US executive branch and government. The president alone holds the most power a single person can have in the Us. All government leads to the president in one form or another and to they directly or monecely can include all us governmental expans. The Uk's prime invister on the other hand is it the 'first among equals', meaning the

first among other mmisters which in theory means all markers have smiler power in the colonet. In practice this is not the cose with the prine invister having fined say over the governments registration, powers and overall chrection. The key distinction between both roles is the pin unite the prosident is not the bead of state, the monarch is this means there is a significant difference between the power dynamic theory both people had. A president is holds the responsibility of not only leading government but

leading the entire country particularity in difficult times. The head of stace is the person people look to when they are borned or differessed and times hields the power that if you are a good statedman you will gain the trust and admination of your people. This is as opposed to the plu samply being a head of government which will believe to looked at far leadership in times of crists, but is often utilised as a position to blame instead.

The difference in roles is also indicated between the relation ships each position has with other brounded of

General. The prine marker must be a member of the legislature and as they are the head of their porty, which will have a majority in the legislature they are the chief legislature. They can hisobre this for the government.

They also through the executive (Cabatt) have control of the major that parliamentary thretable to through the recover of the have this means they explanted. US presidents on the other hand have a lot ress to the flavor in them rate with the legislature, they can declare what they are going to they to accurate through their state of the white address and representative but is to tay to through senatures and representative but it as have a lot less control an such matters and also no control in the traveledge.

of the how which are speakes was, when is not receiving anomalis by the production party making than the prime immisted, when trying to pass uprilation.

<u>2</u>

Question 2 prompted some excellent examples with strong knowledge and analysis of parties in both countries. However, there were a significant number of responses where candidates missed the opportunity to make comparative points and treated this as two different discussions- one based on unity in the UK< and a completely separate discussion about US parties. Many candidates also failed to attempt to make any synoptic points based on the comparative theories, and so consequently failed to access Level 4. The requirement to integrate one of the comparative theories- rational, structural or cultural theory- is essential for candidates to achieve the top level.

The strongest responses here were able to identify themes to discuss for unity, most often based structural areas that may cause division within parties. For example,

candidates were able to draw clear and direct comparisons between the party whip system in each country, or how the federal nature of US parties differs from the more national system in the UK.

Some candidates were able to make comparisons between policy areas that caused divisions, however, this was less successful as such responses tended to lack comparison and instead were more of a description of arguments within the party. A minority of responses were unable to move beyond basic identification of issues that cause divisions between the parties, often in a very generalised way, for example, that gun control is less supported by the Republicans but more supported by the Democrats. Such responses rarely moved out of the lower levels as they lacked analysis and frequently failed to compare the parties. There was surprisingly little knowledge of the factions that exist in both countries.

Here is a extract of a strong level 4 response where the candidate makes clear and directly comparative points.

In the \$3UK, it is the parties that decide who to put forward as their condidate in every constituency in a general election in the US, however, the existence of congressional primaries means that a politician can win (for example The Democratic nomination for a senetre election without the support of the party. This Smichway reason explains why politicions in the UK are more likely to be loyal to heir party and note along pary lines than in the US - they depend on them for re-election, whereas us porinicians dont There has been an increase in partison only in us positios in recent years, meaning that the majority of Democrats vote in one way and the majority of Kepublicans vote in another, especially on the most wonthings issues - grun compat and abortion for instance. Meanwhite, In the UK, the most contentions issue of recent years (Bregit) has sport the labour and Conservative parties down the middle, with leave and remain' voters found in each Thurstore

<u>3a</u>

This was the least popular of the three optional essays.

A number of candidates misinterpreted the question as requiring a focus on presidential powers. This was incorrect. The focus of the question was on the influences on political party policies and ideas, with the presidential power of persuasion a given factor as just one of the influences on political parties that candidates should evaluate. Such responses tended to evaluate the importance of the presidential power of persuasion for helping presidents become more powerful rather than addressing the question directly.

Candidates who did attempt to address the question directly did so with varying degrees of success, which was dependent on the depth of their knowledge about firstly, what is meant by the presidential power of persuasion, and secondly, the range of factors that affect party policies and ideas.

The strongest responses were able to clearly and explicitly identify a range of factors that influence the parties. Factors included the federal nature of the US system of government, and the impact of this on how parties make policy. For example, there were some sophisticated discussions about the relationship between party leaders in Congress and the president in terms of negotiating the passage of legislation, with good, exemplified contrasts drawn with the impact of interest groups and/or the proximity of elections.

It should also be noted, however, that a significant number of candidates demonstrated a fundamental misunderstanding of what is meant by presidential persuasion- a lot of focus on persuading the public/media/voters rather than Congress. This is an explicit part of the specification that candidates should be well versed in.

As mentioned on the Section A and B questions, there was also a disappointing tendency for candidates to be solely reliant on historical examples, which should be discouraged where there are more recent and suitable modern examples. It is surprising, for example, to see whole essays with references only to Clinton and Bush, and none to Trump or Obama.

Finally, candidates should be reminded of the need to ensure their responses are evaluative rather than descriptive to ensure they are able to access AO3 marks and reach the higher levels. Structuring essays as simple 'for/against' models should be discouraged, as this leads to a heavy focus on AO1 and is likely to lead candidates in to omitting evaluation altogether.

Here is an example of a strong level 5 response where the candidate has interwoven all three AOS throughout their response, with explicit exemplification.

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<u>3b</u>

This was the most popular essay question.

Candidates were well versed in the presidential checks and balances, but were less well prepared for the checks and balances available to the other branches of government.

There was a tendency for candidates to simply describe the checks and balances without directly addressing the question. This meant that a number of responses lost marks for both AO2 analysis and AO3 evaluation. This was often accompanied by a general discussion of the role of each individual branch of government, and again lacked a clear focus on the question.

The strongest candidates were able to identify specific checks and balances for each of the three branches, and analyse how far these checks were an obstacle to effective government. Explicit exemplification of the use of these checks and balances, along with clear evaluation of the impact of the identified checks and balances, distinguished between the higher-level responses.

There was, however, a distinct lack of evaluation in many responses, and in a significant number of responses, the evaluation attempted failed to link that evaluation to the argument presented. For example, some responses tried to draw a parallel between impeachment and majorities in Congress as checks on presidential power, but were unable to explain how far each check caused problems for effective government.

It was also disappointing to see candidates attempting to turn the question into a different one, by solely focusing their answer on how far the Bill of Rights protects individual rights or the impact of the power of judicial review. Candidates should be reminded to address the question as set.

As mentioned on the previous questions, there was also a disappointing tendency for candidates to be solely reliant on historical examples, which should be discouraged where there are more recent and suitable modern examples. It is also worth reminding candidates that exemplification needs to be focused and relevant. Here, there were a number of candidates whose essays led by example- so structuring their essay around descriptions of examples with a simple statement that the example demonstrated an obstacle to effective government, but then failed to link this to a specific check or balance or include analysis and evaluation.

Finally, candidates should be reminded of the need to ensure their responses are evaluative rather than descriptive to ensure they are able to access AO3 marks and reach the higher levels. Structuring essays as simple 'for/against' models should be discouraged, as this leads to a heavy focus on AO1 and is likely to lead candidates in to omitting evaluation altogether.

Here is an example of a strong level 5 response with consistent evaluation throughout.

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the Wens and bolones within the constitution do inyou session the sederal government for soon being essential.

<u>3c</u>

Most popular second choice.

Candidates were able to describe the presidential role in appointing Supreme Court justices. However, there were a significant number of responses where candidates were unable to move on from describing the presidential role, and were seemingly unaware of the role played by the Senate in approving presidential nominations.

The strongest responses were able to describe both the presidential and Senate roles, and included specific, recent exemplification. This was often linked to analysis and evaluation of other features of the US system that help to uphold the judicial role of the Supreme Court. Most commonly, such responses evaluated the lasting impact of ideological reasons for presidential nominees, linking this clearly to the independence of justices once appointed.

A number of candidates, however, were unable to discuss the political and judicial nature of the Supreme Court beyond the appointment process. Such responses were often very limited in range, and lacked analysis beyond the political aspect of presidents nominating justices in line with their personal beliefs. These responses were also usually lacking in specific exemplification.

Candidates should be reminded of the need to ensure their responses are evaluative rather than descriptive to ensure they are able to access AO3 marks and reach the higher levels. Structuring essays as simple 'for/against' models should be discouraged, as this leads to a heavy focus on AO1 and is likely to lead candidates in to omitting evaluation altogether.

This response achieved a top level 4 award. A wider range of arguments to analyse and evaluate would have lifted this into level 5.

The Supreme Court is the highest court of appeal in the United States and cannot be challenged by any other court or body. It interprets and applies the laws and Constitution and has the power to strike down law which conflict the Constitution. In considering if presidential appointments have created a political rather than a judicial body, both the appointments process and court rulings will be considered. Arguably given the sum margins and the usual breakdown to party lines demonstrate it has now become a political body.

10 appoint a Justice to the Supreme Court, first the President Must announce their choice of nominee (this canome after a resignation or death or if a President chooses to add new Justices reperied to as 'Court packing' in the media). A nominee is chosen usually based on shared beliefs with the President after informal interviews with the President and recommendations from the Department of Justice. Then the nominee faces Senate Judiciary Committee the makes a recommendation to the senate whore a York is held - a simple majority confirms the naminee. Marry argue that the process for this is so political and that is why the court has turned to a political body in their view. Compared to the UK where the Judicial Appaidments Commission,

On independent body, recommends nominations, the US Process is littered with political involvement. The President making the choice for nomination has meant all nominees put forward share ideology with the President. This has meant that depending on which party has nominated and had the most Justices approved by the renate is the party whose ideology controls the Court. This has arguably led to a more political court. Furthermore, recent Senate votes have seen the vast majority of senators vote on party lines. During The Kayanaugh tooks aw only one Democrat vote to approve (see Manchin NV) and one Republican vote against (Lisa Murkowskii AK). This perpetuates the party influence in the process and so long as a party has a majority

willing to back a nomine can have an extreme nominee approved if they choose. However, many argue the system of chells and balances in place, whereby the President nominates and the senate approves, has meant extreme nominates have been filtered out and that well qualified justices who are independent thinkers get put on the Court. Ronald Reagan nominated Robert Bork for the Supreme Court, but the senate refused to confirm him as they found his originalist views too extreme for the Court. This demonstrates that the Checks and balances work in preventing extreme candidates getting on the Court. This means that often moderate nominees are confirmed instead, who show judicial restraint and help the Supreme Court a judicial body, or that even particularly liberal or conservative nominees confirmed wouldn't be too

extreme to make the Court of wholly political body. Furthermore, many argue that nominees are well qualified individuals. (The American Bar Association has not rated anyone on the court as unqualified and most are well qualified who are independent thinkers. In fact, some Justices have even switched ideological stances while on the Gurt, decision as Earl Warren, demonstrating that Justices are not fied to a sense of party loyally.

Decisions on the court are another way to assess if the Court has become a political body. Due Many point to the high number of 5-4 rulings as a sign of political decisions. Rulings such as Obergefell v Hodges 2015 have

lines such as DCv Heller 2008. This demonstrates that when on the court, Justices will support the view of the party which nominated them exhibit The influence of political parties and the close 5-4 rellings show the Court as travery moved being a political body. However, many would disagree and point out that Justices will break party lines to make rulings baked on the Constitution. The 2019 Flowers v Mississippi ruling was a 7-2 decision and the Redding v Safford School District was an 8-1. This is evidence of how Justices will don't worked evide based on party alligience, but rather rulings are a consequence of interpretations of the Constitution as a judicial entity.

Whilst Justices of the Supreme Court arguebly demonstrate
Some attindependence in their rulings, it is clear that the political
influence in the appointment process leads to political outcomes
in Court rulings, this is especially true given the replacement
of moderates O' Commor and Kennedy with solid Conservatives and
the possible replacement of Coinsberg with Barrett.