

Mark Scheme (Results) January 2010

GCE

GCE Government & Politics (6GP03) Paper 3C Representative Process in the USA

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

No. 1	Why are US presidential elections campaigns so long?
Indicative content (this is not an exhaustive account of relevant points)	
<p>Answers should demonstrate an awareness that the following factors contribute to the length of US presidential elections:</p> <ul style="list-style-type: none"> • The invisible primary, lasting at least a year, with preparation for running in elections being made even earlier (the 2012 website for Mike Huckabee has already been set up) • The primaries which, if front loaded as heavily as in 2008, means that the invisible primary has to start earlier and with greater intensity • The national convention that dominates politics in the summer of election year and, if no clear winner emerges from the primaries, is where a nominee could be chosen • The general election of the autumn, featuring the head to head debates between the candidates and between their running mates • The electoral college which, in extreme cases such as the 2000 election, may lead to the battle continuing beyond election day 	
AO1	Knowledge and understanding
<i>Level 3</i> (4-5 marks)	Full and developed knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
<i>Level 2</i> (2-3 marks)	Satisfactory knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
<i>Level 1</i> (0-1 marks)	Poor knowledge and understanding of relevant institutions, processes, political concepts, theories or debates

A02	Intellectual skills
<p>The skills that are relevant to this questions are:</p> <ul style="list-style-type: none"> • Ability to analyse and explain the phases that contribute to the length of the campaign • Ability to make links between the phases (eg the front-loading of primaries contribute to the increasing importance of the 'invisible' primary). 	
<i>Level 3</i> (5-7 marks)	Good or better ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences
<i>Level 2</i> (3-4 marks)	Sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences
<i>Level 1</i> (0-2 marks)	Limited ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences
A03	Communication and coherence
<i>Level 3</i> (3 mark)	Sophisticated ability to construct and communicate coherent arguments, making good use of appropriate vocabulary
<i>Level 2</i> (2 mark)	Adequate ability to construct and communicate coherent arguments, making some use of appropriate vocabulary
<i>Level 1</i> (0-1 marks)	Weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary

No. 2	Why, and to what extent, does the Republican Party oppose affirmative action?
Indicative content (this is not an exhaustive account of relevant points)	
<p>Answers should demonstrate an awareness that almost all Republicans oppose affirmative action. There are some exceptions on the moderate wing of the party but, overall, resistance to affirmative action is very strong. However, the reasons/justifications for this position vary:</p> <ul style="list-style-type: none"> • Some argue that there are serious inequalities in US society that need to be addressed but that race-conscious programmes are not the preferred method of addressing them. Rather that they should be class based, providing support for the most needy regardless of race • Others argue that America is a land of individual success/failure in which the government should not intervene to help those who have not succeeded. Doing so merely encourages a dependency mentality and harms both those who feel entitled not to help themselves and those who provide (through taxes) their support 	
AO1	Knowledge and understanding
<i>Level 3</i> (4-5 marks)	Full and developed knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
<i>Level 2</i> (2-3 marks)	Satisfactory knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
<i>Level 1</i> (0-1 marks)	Poor knowledge and understanding of relevant institutions, processes, political concepts, theories or debates

AO2	Intellectual skills
<p>The skills that are relevant to this questions are:</p> <ul style="list-style-type: none"> • Ability to analyse and explain that there is almost universal opposition among Republicans to affirmative action • Ability to analyse and explain that there are differing reasons for this opposition • 	
<i>Level 3</i> (5-7 marks)	Good or better ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences
<i>Level 2</i> (3-4 marks)	Sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences
<i>Level 1</i> (0-2 marks)	Limited ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences
AO3	Communication and coherence
<i>Level 3</i> (3 mark)	Sophisticated ability to construct and communicate coherent arguments, making good use of appropriate vocabulary
<i>Level 2</i> (2 mark)	Adequate ability to construct and communicate coherent arguments, making some use of appropriate vocabulary
<i>Level 1</i> (0-1 marks)	Weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary

No. 3	In what ways, and to what extent, do pressure groups exert influence through initiatives and propositions?
Indicative content (this is not an exhaustive account of relevant points)	
<p>Candidates should demonstrate an awareness that a number of factors enable pressure groups, especially wealthy ones, to influence public policy through direct democracy, including:</p> <ul style="list-style-type: none"> • To get an initiative or proposition onto a ballot a large number of signatures are required, and wealthy pressure groups have a record of hiring people to collect the signatures • Wealthier pressure groups can also afford to recruit full time workers to set up campaign offices and organise volunteers so that their efforts are well-co-ordinated • They can also afford expensive advertising campaigns • They can even bring in extra support from outside the state (such as Mormon flooding into California to campaign for Proposition 8 that made Gay Marriage unconstitutional) <p>er, candidates should also be aware that all these advantages do not guarantee success in a public vote because:</p> <ul style="list-style-type: none"> • Less well-funded groups may have a more compelling message/cause • Public inertia • The signs of undue influence (a slick, expensive, campaign) may cause a backlash <p>xample, in 2008 all ten of the ballot measures in Colorado failed.</p>	
AO1	Knowledge and understanding
<i>Level 3</i> (4-5 marks)	Full and developed knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
<i>Level 2</i> (2-3 marks)	Satisfactory knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
<i>Level 1</i> (0-1 marks)	Poor knowledge and understanding of relevant institutions, processes, political concepts, theories or debates

AO2	Intellectual skills
<p>The skills that are relevant to this questions are:</p> <ul style="list-style-type: none"> • Ability to analyse and explain a range of factors that enable wealthy pressure groups to influence public policy through direct democracy • Ability to analyse and explain why these factors do not always result in successful campaigns 	
<i>Level 3</i> (5-7 marks)	Good or better ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences
<i>Level 2</i> (3-4 marks)	Sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences
<i>Level 1</i> (0-2 marks)	Limited ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences
AO3	Communication and coherence
<i>Level 3</i> (3 mark)	Sophisticated ability to construct and communicate coherent arguments, making good use of appropriate vocabulary
<i>Level 2</i> (2 mark)	Adequate ability to construct and communicate coherent arguments, making some use of appropriate vocabulary
<i>Level 1</i> (0-1 marks)	Weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary

No. 4	Which groups of voters tend to support the Democratic Party, and why
Indicative content (this is not an exhaustive account of relevant points)	
<p>Candidates should demonstrate an awareness of the reasons that the following groups tend, with varying degrees of commitment, to support the Democratic Party:</p> <ul style="list-style-type: none"> • Traditional support from white working class families, including Catholics of European origin such as Italians, Poles and Irish, is significant especially among those who are in trade unions but has been declining for several decades, partly due to increased wealth and partly due to the Democratic Party's positions on social issues such as abortion and gay rights • Jews, whose support has declined somewhat as the Republican Party, especially the neocons, has become more aggressively supportive of Israel • Hispanics, whose support is fluid but tends to flow towards the Democrats each time that the Republican Party adopts aggressive policies in relation to immigration as they did in 2006/7 • Wealthy liberals, whose support has become progressively more solid with the rise of the Christian Right in the Republican Party, and its association with intolerance • African Americans, whose solid support is linked to anti-poverty measures and affirmative action which Democrats generally favour and Republicans generally oppose • Candidates may also legitimately include discussion of the defection of the 'solid south' in the wake of the Civil Rights movement. 	
AO1	Knowledge and understanding
<i>Level 3</i> (4-5 marks)	Full and developed knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
<i>Level 2</i> (2-3 marks)	Satisfactory knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
<i>Level 1</i> (0-1 marks)	Poor knowledge and understanding of relevant institutions, processes, political concepts, theories or debates

A02	Intellectual skills
<p>The skills that are relevant to this questions are:</p> <ul style="list-style-type: none"> • Ability to analyse and explain the reasons that specified sections of US society tend to support the Democratic Party • Ability to analyse and explain the depth of support given by these groups 	
<i>Level 3</i> (5-7 marks)	Good or better ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences
<i>Level 2</i> (3-4 marks)	Sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences
<i>Level 1</i> (0-2 marks)	Limited ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences
A03	Communication and coherence
<i>Level 3</i> (3 mark)	Sophisticated ability to construct and communicate coherent arguments, making good use of appropriate vocabulary
<i>Level 2</i> (2 mark)	Adequate ability to construct and communicate coherent arguments, making some use of appropriate vocabulary
<i>Level 1</i> (0-1 marks)	Weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary

No. 5	Assess the strengths and weaknesses of the Electoral College
Indicative content (this is not an exhaustive account of relevant points)	
<p>Candidates should demonstrate an awareness that the following arguments are advanced in support of the Electoral College:</p> <ul style="list-style-type: none"> • It requires candidates to concentrate on key groups of voters (men have a different pattern of voting to women; ethnic groups vote differently; old and young, rich and poor have different concerns) and to concentrate on all regions of the nation, with their distinct issues and needs. • It ensures that the States with the smallest populations can have a significant impact on the outcome of the election. Thus, while it is important to win large States, such as California and Texas, in a close race it is important not to neglect the small States. <p>Candidates should demonstrate an awareness that the following arguments are advanced in opposition to the Electoral College:</p> <ul style="list-style-type: none"> • Some States are solidly Democrat (often referred to as “blue” States), others solidly Republican (referred to as “red” States). This meant that voters in those States were largely taken for granted and had very little influence over the final result. Consequently, other States, especially ‘swing’ states have a disproportionate influence over the result. • Disproportionate influence may arise because all States must have at least three Electoral College votes, making smaller States are over-represented compared to larger ones. If California had Electoral Votes in precise proportion to the three given to Wyoming, it would have 180 instead of 55 • Additionally, candidates representing minor parties have little likelihood of winning electoral college votes unless they have very high levels of support in a number of States. 	
AO1	Knowledge and understanding
<i>Level 3</i> (4-5 marks)	Full and developed knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
<i>Level 2</i> (2-3 marks)	Satisfactory knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
<i>Level 1</i> (0-1 marks)	Poor knowledge and understanding of relevant institutions, processes, political concepts, theories or debates

A02	Intellectual skills
<p>The skills that are relevant to this questions are:</p> <ul style="list-style-type: none"> • Ability to analyse and explain the criticisms of the Electoral College • Ability to evaluate and explain arguments in favour of the Electoral College 	
<i>Level 3</i> (5-7 marks)	Good or better ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences
<i>Level 2</i> (3-4 marks)	Sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences
<i>Level 1</i> (0-2 marks)	Limited ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences
A03	Communication and coherence
<i>Level 3</i> (3 mark)	Sophisticated ability to construct and communicate coherent arguments, making good use of appropriate vocabulary
<i>Level 2</i> (2 mark)	Adequate ability to construct and communicate coherent arguments, making some use of appropriate vocabulary
<i>Level 1</i> (0-1 marks)	Weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary

No. 6	al equality in the USA remains a distant dream.’ Discuss
Indicative content (this is not an exhaustive account of relevant points)	
<p>Candidates should demonstrate an awareness that a substantial proportion of Americans would strongly endorse this statement, although they may differ on how this ‘dream’ can be realised. The two main themes who adopt this view are:</p> <ul style="list-style-type: none"> • Despite some advances and improvements, the legacy of racist policies has not been erased and that, collectively, those groups that suffered long-term systematic discrimination in the past continue to be at a disadvantage both socially and economically and that this situation will only be redressed through substantial government intervention, including affirmative action • The US political system was built on racist foundations that have influenced politics and society in the past and continue to do so. Thus, not only has the legacy of past discrimination not been resolved but in less overt ways racism continues to be a problem in today’s America and that this situation will only be redressed if the terms of the debate are shifted to collective responsibility and reparations for the damage inflicted on the African American community over the past two centuries and more <p>Candidates should demonstrate an awareness that a substantial proportion of Americans would strongly disagree with this statement, although they may differ on how to respond the arguments in favour of government intervention to bridge the racial divide. The two main themes who adopt this view are:</p> <ul style="list-style-type: none"> • There is no longer a problem of <i>racial</i> inequality in the USA as demonstrated by a black president and racial minorities enjoying great success and even being national role models, such as Oprah Winfrey and Jennifer Lopez, and that insofar as there are wider issues of inequality that disproportionately affect visible minorities they should be dealt with on the basis of income rather than race • While there may be stark inequalities in US society, they do not stem from race but from the competitive nature of the society, with winners and loser among all of America’s racial and ethnic groups 	
AO1	Knowledge and understanding
<i>Level 3</i> (9-12 marks)	Full and developed knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
<i>Level 2</i> (5-8 marks)	Satisfactory knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
<i>Level 1</i> (0-4 marks)	Poor knowledge and understanding of relevant institutions, processes, political concepts, theories or debates

AO2	Intellectual skills
<p>The skills that are relevant to this questions are:</p> <ul style="list-style-type: none"> • Ability to analyse and explain viewpoints that seek to justify the sentiment in the quotation • Ability to analyse and explain viewpoints that seek to justify the sentiment in the quotation • Ability to evaluate the strengths and weaknesses of the arguments 	
<i>Level 3</i> (9-12 marks)	Good or better ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences
<i>Level 2</i> (5-8 marks)	Sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences
<i>Level 1</i> (0-4 marks)	Limited ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences
AO2	Synoptic skills
<i>Level 3</i> (9-12 marks)	Good or better ability to identify competing viewpoints or perspectives, and clear insight into how they affect the interpretation of political events or issues and shape conclusions
<i>Level 2</i> (5-8 marks)	Sound ability to identify competing viewpoints or perspectives, and a reliable awareness of how they affect the interpretation of political events or issues and shape conclusions
<i>Level 1</i> (0-4 marks)	Limited ability to identify competing viewpoints or perspectives, and a little awareness of how they affect the interpretation of political events or issues and shape conclusions

A03	Communication and coherence
<i>Level 3</i> (7-9 marks)	Sophisticated ability to construct and communicate coherent arguments, making good use of appropriate vocabulary
<i>Level 2</i> (4-6 marks)	Adequate ability to construct and communicate coherent arguments, making some use of appropriate vocabulary
<i>Level 1</i> (0-3 marks)	Weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary

No. 7	ideological differences between the Democratic and Republican Parties are far greater than the differences within them.' Discuss.
Indicative content (this is not an exhaustive account of relevant points)	
<p>Candidates should demonstrate an understanding of the main strands of opinion in each party to be able to provide an evaluation of whether the range of views within each party is wider than the gulf between the parties. This means assessing:</p> <ul style="list-style-type: none"> • The ideologies and policies of the main factions within the Democratic Party, offering an assessment of the party's cohesion • The ideologies and policies of the main factions within the Republican Party, offering an assessment of the party's cohesion • The extent to which the main policies of the two main parties overlap or have similarities and whether these are less distinct than the ideological differences within the parties 	
AO1	Knowledge and understanding
<i>Level 3</i> (9-12 marks)	Full and developed knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
<i>Level 2</i> (5-8 marks)	Satisfactory knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
<i>Level 1</i> (0-4 marks)	Poor knowledge and understanding of relevant institutions, processes, political concepts, theories or debates

AO2	Intellectual skills
<p>The skills that are relevant to this questions are:</p> <ul style="list-style-type: none"> • Ability to analyse and explain the range of ideological positions in each party • Ability to evaluate the extent to which these indicate two cohesive parties, with a significant ideological gap between them, or two diffuse parties which overlap ideologically 	
<i>Level 3</i> (9-12 marks)	Good or better ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences
<i>Level 2</i> (5-8 marks)	Sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences
<i>Level 1</i> (0-4 marks)	Limited ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences
AO2	Synoptic skills
<i>Level 3</i> (9-12 marks)	Good or better ability to identify competing viewpoints or perspectives, and clear insight into how they affect the interpretation of political events or issues and shape conclusions
<i>Level 2</i> (5-8 marks)	Sound ability to identify competing viewpoints or perspectives, and a reliable awareness of how they affect the interpretation of political events or issues and shape conclusions
<i>Level 1</i> (0-4 marks)	Limited ability to identify competing viewpoints or perspectives, and a little awareness of how they affect the interpretation of political events or issues and shape conclusions

A03	Communication and coherence
<i>Level 3</i> (7-9 marks)	Sophisticated ability to construct and communicate coherent arguments, making good use of appropriate vocabulary
<i>Level 2</i> (4-6 marks)	Adequate ability to construct and communicate coherent arguments, making some use of appropriate vocabulary
<i>Level 1</i> (0-3 marks)	Weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary

No. 8	To what extent does pressure group activity in the USA benefit the wealthy at the expense of the poor?
Indicative content (this is not an exhaustive account of relevant points)	
<p>Candidates should demonstrate an awareness that there are two main purposes of campaign finance regulations: to keep the cost of elections manageable and to ensure that candidates are not 'captured' by wealthy people or groups. They should be able to assess whether either or both of these objectives were met in 2008, considering the following factors:</p> <ul style="list-style-type: none"> • The ways in which campaign finance has failed to achieve these goals in the past, with explanations of the reforms introduced to overcome the shortcomings of earlier regulations (BCRA) • An assessment of the Obama campaign, with at least half of the donations coming from small donors and grassroots activists rather than wealthy groups and their members, but not accepting 'matching' funds • An assessment of whether his campaign signalled the end of the matching funds system, designed to keep the cost of campaigning manageable? • An assessment of whether his campaign demonstrated that a candidate can be financially competitive without the need for soft money or relying on wealthy donors? 	
AO1	Knowledge and understanding
<i>Level 3</i> (9-12 marks)	Full and developed knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
<i>Level 2</i> (5-8 marks)	Satisfactory knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
<i>Level 1</i> (0-4 marks)	Poor knowledge and understanding of relevant institutions, processes, political concepts, theories or debates

AO2	Intellectual skills
<p>The skills that are relevant to this questions are:</p> <ul style="list-style-type: none"> • Ability to analyse and explain the system of campaign finance regulations • Ability to analyse and explain the ways in which the Obama campaign marked a departure from the strategies adopted in previous campaigns • Ability to evaluate the significance of the campaign for the future of campaign finance rules 	
<i>Level 3</i> (9-12 marks)	Good or better ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences
<i>Level 2</i> (5-8 marks)	Sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences
<i>Level 1</i> (0-4 marks)	Limited ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences
AO2	Synoptic skills
<i>Level 3</i> (9-12 marks)	Good or better ability to identify competing viewpoints or perspectives, and clear insight into how they affect the interpretation of political events or issues and shape conclusions
<i>Level 2</i> (5-8 marks)	Sound ability to identify competing viewpoints or perspectives, and a reliable awareness of how they affect the interpretation of political events or issues and shape conclusions
<i>Level 1</i> (0-4 marks)	Limited ability to identify competing viewpoints or perspectives, and a little awareness of how they affect the interpretation of political events or issues and shape conclusions

A03	Communication and coherence
<i>Level 3</i> (7-9 marks)	Sophisticated ability to construct and communicate coherent arguments, making good use of appropriate vocabulary
<i>Level 2</i> (4-6 marks)	Adequate ability to construct and communicate coherent arguments, making some use of appropriate vocabulary
<i>Level 1</i> (0-3 marks)	Weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary

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