



**Pearson
Edexcel**

Mark Scheme (Results)

Summer 2018

Pearson Edexcel GCE Politics (6GP03) Paper 3C

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

Summer 2018

Publications Code 6GP03_3C_1806_MS

All the material in this publication is copyright

© Pearson Education Ltd 2018

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.

Question Number	Question
1.	Why has the use of initiatives and propositions in the USA been criticised?
Indicative content (<i>this is not an exhaustive account of relevant points</i>)	
<p>Initiatives and propositions have been criticised because:</p> <ul style="list-style-type: none"> • cost of signature gathering and advertising gives corporate interests an advantage and they cease to be the authentic voice of the people • tyranny of the majority - the rights of minority groups may be threatened and they are likely to be particularly disadvantaged as they won't have access to sufficient funds • proponents of initiatives don't have the knowledge/expertise to produce workable legislation • produces incoherent government - initiatives with significant funding implications disrupt the budget process • voters may make decisions with short-term benefits but long-term losses and even approve contradictory measures • badly drafted propositions can cause problems in implementation • undermines the principle of representative democracy <p>A threshold Level 2 response will typically exhibit the following features with: Some limited knowledge and understanding, some attempt to make a relevant response to the question, but superficial, and only limited development.</p> <p>A threshold Level 3 response will typically exhibit the following features: A range of clear knowledge and understanding, explicitly addressing the question, with supporting detail or evidence.</p>	

LEVELS	DESCRIPTORS
<p><i>Level 3</i> (11-15 marks)</p>	<p>Good to excellent:</p> <ul style="list-style-type: none"> • knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • ability to analyse and explain political information, arguments and explanations. • ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.
<p><i>Level 2</i> (6-10 marks)</p>	<p>Limited to sound:</p> <ul style="list-style-type: none"> • knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • ability to analyse and explain political information, arguments and explanations. • ability to construct and communicate coherent arguments, making some use of appropriate vocabulary.
<p><i>Level 1</i> (0-5 marks)</p>	<p>Very poor to weak:</p> <ul style="list-style-type: none"> • knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • ability to analyse and explain political information, arguments and explanations. • ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary.

Question Number	Question
2.	Explain the key political issues for minority voters since 2008.
Indicative content (<i>this is not an exhaustive account of relevant points</i>)	
<p>Political issues that have been important for minority voters since 2008 include:</p> <ul style="list-style-type: none"> • immigration - Latino voters in particular may see candidates' immigration policies as signalling their attitude to the Latino community as a whole • economy - minorities are more likely to be unemployed and poorly paid, and were disproportionately affected by the effects of the banking crash • race relations - as a result of recent incidents involving the police and black suspects, and the growth of the 'Black Lives Matter' movement • education - minority voters will typically see education as the means by which their children can improve their situation and prospects • welfare - minorities are more likely to be uninsured for example and will support programs such as the Affordable Care Act • under representation in government at federal and state level <p>A threshold Level 2 response will typically exhibit the following features: Some limited knowledge and understanding, some attempt to make a relevant response to the question, but superficial, and only limited development.</p> <p>A threshold Level 3 response will typically exhibit the following features: A range of clear knowledge and understanding, explicitly addressing the question, with supporting detail or evidence.</p>	

LEVELS	DESCRIPTORS
<p><i>Level 3</i> (11-15 marks)</p>	<p>Good to excellent:</p> <ul style="list-style-type: none"> • knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • ability to analyse and explain political information, arguments and explanations. • ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.
<p><i>Level 2</i> (6-10 marks)</p>	<p>Limited to sound:</p> <ul style="list-style-type: none"> • knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • ability to analyse and explain political information, arguments and explanations. • ability to construct and communicate coherent arguments, making some use of appropriate vocabulary.
<p><i>Level 1</i> (0-5 marks)</p>	<p>Very poor to weak:</p> <ul style="list-style-type: none"> • knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • ability to analyse and explain political information, arguments and explanations. • ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary.

Question Number	Question
3.	Assess the main factors that contribute to US pressure group power.
Indicative content (<i>this is not an exhaustive account of relevant points</i>)	
<p>The main factors that contribute to pressure group power include:</p> <ul style="list-style-type: none"> • finance - wealthy groups are able to afford donations to candidates for election and run independent campaigns • numbers - politicians are cautious about offending groups with large memberships such as NRA and AARP • insider access - groups which are required to rely on outsider methods are unlikely to be successful • infiltration of government agencies - contacts placed by groups in government agencies can influence policy from the inside • popular support • successful tactics • ideological alignment with the administration and/or the majority party in congress <p>A threshold Level 2 response will typically exhibit the following features: Some limited knowledge and understanding, some attempt to make a relevant response to the question, but superficial, and only limited development.</p> <p>A threshold Level 3 response will typically exhibit the following features: A range of clear knowledge and understanding, explicitly addressing the question, with supporting detail or evidence.</p>	

LEVELS	DESCRIPTORS
<p><i>Level 3</i> (11-15 marks)</p>	<p>Good to excellent:</p> <ul style="list-style-type: none"> • knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • ability to analyse and explain political information, arguments and explanations. • ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.
<p><i>Level 2</i> (6-10 marks)</p>	<p>Limited to sound:</p> <ul style="list-style-type: none"> • knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • ability to analyse and explain political information, arguments and explanations. • ability to construct and communicate coherent arguments, making some use of appropriate vocabulary.
<p><i>Level 1</i> (0-5 marks)</p>	<p>Very poor to weak:</p> <ul style="list-style-type: none"> • knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • ability to analyse and explain political information, arguments and explanations. • ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary.

Question Number	Question
4.	Why are ethnic and racial minorities still under-represented in US politics?
Indicative content (<i>this is not an exhaustive account of relevant points</i>)	
<p>The reasons minorities are still under-represented in US politics include:</p> <ul style="list-style-type: none"> • cost of campaigns gives the wealthy an advantage, minorities are less likely to have networks of wealthy donors • history of slavery and segregation • prejudice against recent immigrants • reluctance of white voters to vote for minority candidates • poor education opportunities • failure of affirmative action to create racial equality <p>A threshold Level 2 response will typically exhibit the following features: Some limited knowledge and understanding, some attempt to make a relevant response to the question, but superficial, and only limited development.</p> <p>A threshold Level 3 response will typically exhibit the following features: A range of clear knowledge and understanding, explicitly addressing the question, with supporting detail or evidence.</p>	

LEVELS	DESCRIPTORS
<p><i>Level 3</i> (11-15 marks)</p>	<p>Good to excellent:</p> <ul style="list-style-type: none"> • knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • ability to analyse and explain political information, arguments and explanations. • ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.
<p><i>Level 2</i> (6-10 marks)</p>	<p>Limited to sound:</p> <ul style="list-style-type: none"> • knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • ability to analyse and explain political information, arguments and explanations. • ability to construct and communicate coherent arguments, making some use of appropriate vocabulary.
<p><i>Level 1</i> (0-5 marks)</p>	<p>Very poor to weak:</p> <ul style="list-style-type: none"> • knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • ability to analyse and explain political information, arguments and explanations. • ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary.

Question Number	Question
5.	Assess the impact of minor parties in presidential elections.
Indicative content (<i>this is not an exhaustive account of relevant points</i>)	
<p>The impact of minor parties in US elections includes:</p> <ul style="list-style-type: none"> • last minor party winner of any ECVs was Wallace 1968 • last candidate above 15% of vote was Perot, since Perot most successful Nader 2000 but below 5% (give details) • may influence major parties to take up their policies or at least accommodate their followers - Wallace 68 (success with southern voters led to Nixon 'southern strategy') • Perot 92 campaigned on issue of deficit, this became higher profile in his campaign, background on 92 campaign • Nader 2000 power of corporations, effect on Gore • may act as 'spoiler' (i.e. affect result) - Perot 92 possibly cost Bush the election, and Nader 00 possibly cost Gore • but either effect only likely to last one election, e.g. Perot 96 and Nader 04 both decline and shrinking <p>A threshold Level 2 response will typically exhibit the following features: Some limited knowledge and understanding, some attempt to make a relevant response to the question, but superficial, and only limited development.</p> <p>A threshold Level 3 response will typically exhibit the following features: A range of clear knowledge and understanding, explicitly addressing the question, with supporting detail or evidence.</p>	

LEVELS	DESCRIPTORS
<p><i>Level 3</i> (11-15 marks)</p>	<p>Good to excellent:</p> <ul style="list-style-type: none"> • knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • ability to analyse and explain political information, arguments and explanations. • ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.
<p><i>Level 2</i> (6-10 marks)</p>	<p>Limited to sound:</p> <ul style="list-style-type: none"> • knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • ability to analyse and explain political information, arguments and explanations. • ability to construct and communicate coherent arguments, making some use of appropriate vocabulary.
<p><i>Level 1</i> (0-5 marks)</p>	<p>Very poor to weak:</p> <ul style="list-style-type: none"> • knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • ability to analyse and explain political information, arguments and explanations. • ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary.

Question Number	Question
6	'Pressure groups have taken over the key functions of US political parties.' Discuss.
Indicative content (<i>this is not an exhaustive account of relevant points</i>)	
<p>Evidence pressure groups in the US have taken over the key functions of political parties includes:</p> <ul style="list-style-type: none"> • they are the primary source of campaign funds • the increasing role of 'super PACs' in elections running independent campaigns • especially on the right, pressure groups such as Heritage Action and Club for Growth drive the ideological agenda • major policy changes on issues such as civil rights, abortion and gay rights have been brought about through pressure group activity • the close involvement of key groups in the passage of all significant legislation <p>Evidence that pressure groups have not taken over the key functions of political parties includes:</p> <ul style="list-style-type: none"> • party conventions still have a key role in nominating presidential candidates • almost every member is a member of one of the two main parties and votes in Congress are increasingly along party lines. Party leadership structures much more coherent since 1994 • party allegiance amongst voters is strengthening and 'split-ticketing' has been steadily declining • parties remain a significant source of campaign funds • parties are increasingly ideologically united and have their own policy agendas <p>A threshold Level 2 response will typically exhibit the following features: Some limited knowledge and understanding, some attempt to make a relevant response to the question, but superficial, and only limited development.</p> <p>A threshold Level 3 response will typically exhibit the following features: A range of clear knowledge and understanding, explicitly addressing the question, with supporting detail or evidence.</p>	

AO1	Knowledge and understanding
<i>Level 3</i> (9-12 marks)	Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
<i>Level 2</i> (5-8 marks)	Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
<i>Level 1</i> (0-4 marks)	Very poor to weak knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
AO2	Intellectual skills

Level 3 (9-12 marks)	Good to excellent ability to analyse and evaluate political information, arguments and explanations
Level 2 (5-8 marks)	Limited to sound ability to analyse and evaluate political information, arguments and explanations
Level 1 (0-4 marks)	Very poor to weak ability to analyse and evaluate political information, arguments and explanations
AO2	Synoptic skills
Level 3 (9-12 marks)	Good to excellent ability to identify competing viewpoints or perspectives, and clear insight into how they affect the interpretation of political events or issues and shape conclusions
Level 2 (5-8 marks)	Limited to 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
Level 1 (0-4 marks)	Very poor to weak 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
AO3	Communication and coherence
Level 3 (7-9 marks)	Good to excellent ability to construct and communicate coherent arguments, making good use of appropriate vocabulary
Level 2 (4-6 marks)	Limited to sound ability to construct and communicate coherent arguments, making some use of appropriate vocabulary
Level 1 (0-3 marks)	Very poor to weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary

Question Number	Question
7	To what extent does the Democratic Party remain a party of the centre?
Indicative content (<i>this is not an exhaustive account of relevant points</i>)	
<p>Evidence that the Democratic Party remains a party of the centre includes:</p> <ul style="list-style-type: none"> • the nomination of Hillary Clinton as presidential candidate in 2016 • centrist agenda of President Obama e.g. • trade deals e.g. TPP • programme of targeted drone killings of terrorist suspects expanded from Bush years • surveillance of US citizens via 'PRISM' program authorised by the Patriot Act • continuing influence of centrists and 'Blue Dogs' on legislation. <p>Evidence that the Democratic Party is now more a liberal party than a party of the centre includes:</p> <ul style="list-style-type: none"> • the strong showing of Bernie Sanders in the 2016 presidential primary • liberal agenda of President Obama e.g. • American Recovery and Reinvestment Act Feb 2009 • Lilly Ledbetter Fair Pay Act 2009 • repeal of "don't ask, don't tell", announcement in February 2011 that the administration would no longer defend the Defense of Marriage Act • ambitious package of gun control legislation • Fair Sentencing Act 2010 reduced disparity between sentences for possession of crack cocaine and powder cocaine • promotion of immigration reform • initial commitment to talks without preconditions with rogue states like Iran and Syria • goal of eliminating nuclear weapons, ratification of START treaty 2010 <p>A threshold Level 2 response will typically exhibit the following features: Some limited knowledge and understanding, some attempt to make a relevant response to the question, but superficial, and only limited development.</p> <p>A threshold Level 3 response will typically exhibit the following features: A range of clear knowledge and understanding, explicitly addressing the question, with supporting detail or evidence.</p>	
AO1	Knowledge and understanding
Level 3 (9-12 marks)	Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
Level 2 (5-8 marks)	Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates

Level 1 (0-4 marks)	Very poor to weak knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
AO2	Intellectual skills
Level 3 (9-12 marks)	Good to excellent ability to analyse and evaluate political information, arguments and explanations
Level 2 (5-8 marks)	Limited to sound ability to analyse and evaluate political information, arguments and explanations
Level 1 (0-4 marks)	Very poor to weak ability to analyse and evaluate political information, arguments and explanations

AO2	Synoptic skills
Level 3 (9-12 marks)	Good to excellent ability to identify competing viewpoints or perspectives, and clear insight into how they affect the interpretation of political events or issues and shape conclusions
Level 2 (5-8 marks)	Limited to 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
Level 1 (0-4 marks)	Very poor to weak 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
AO3	Communication and coherence
Level 3 (7-9 marks)	Good to excellent ability to construct and communicate coherent arguments, making good use of appropriate vocabulary
Level 2 (4-6 marks)	Limited to sound ability to construct and communicate coherent arguments, making some use of appropriate vocabulary
Level 1 (0-3 marks)	Very poor to weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary

Question Number	Question
-----------------	----------

8	'US elections, particularly congressional elections, fail to make politicians truly accountable to voters.' Discuss.
---	--

Indicative content (*this is not an exhaustive account of relevant points*)

Reasons why US elections fail to make politicians truly accountable to voters include:

- high cost of campaigns (especially for House representatives who are elected every 2 years) and failure of campaign finance reform
- low turnout
- gerrymandered House districts
- ballot access difficulties for third parties
- high rates of incumbency
- six year terms for senators and term limits for presidents
- attempts to limit voter access e.g. ID requirements
- two party system means that voters don't have a meaningful choice of candidates

Reasons US elections do make politicians truly accountable to voters include:

- universal suffrage
- Bill of Rights including freedom of expression
- independent media
- some campaign finance restrictions, e.g. on donations to candidates
- some public funding of campaigns, e.g. presidential matching funds
- attempts to increase turnout
- two year terms for House representatives

A threshold Level 2 response will typically exhibit the following features:

Some limited knowledge and understanding, some attempt to make a relevant response to the question, but superficial, and only limited development.

A threshold Level 3 response will typically exhibit the following features:

A range of clear knowledge and understanding, explicitly addressing the question, with supporting detail or evidence.

AO1	Knowledge and understanding
<i>Level 3</i> (9-12 marks)	Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
<i>Level 2</i> (5-8 marks)	Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
<i>Level 1</i> (0-4 marks)	Very poor to weak knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
AO2	Intellectual skills
<i>Level 3</i> (9-12 marks)	Good to excellent ability to analyse and evaluate political information, arguments and explanations
<i>Level 2</i> (5-8 marks)	Limited to sound ability to analyse and evaluate political information, arguments and explanations
<i>Level 1</i> (0-4 marks)	Very poor to weak ability to analyse and evaluate political information, arguments and explanations
AO2	Synoptic skills
<i>Level 3</i> (9-12 marks)	Good to excellent 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)	Limited to 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)	Very poor to weak 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

AO3	Communication and coherence
<i>Level 3</i> (7-9 marks)	Good to excellent ability to construct and communicate coherent arguments, making good use of appropriate vocabulary
<i>Level 2</i> (4-6 marks)	Limited to sound ability to construct and communicate coherent arguments, making some use of appropriate vocabulary
<i>Level 1</i> (0-3 marks)	Very poor to weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary

SUMMARY A2 MARKING GRIDS

These grids should be used in conjunction with the fuller Level descriptors.

PART A - SHORT QUESTIONS (15 marks)

Level 3	Excellent	15
	Very good	13-14
	Good	11-12
Level 2	Sound	10
	Basic	8-9
	Limited	6-7
Level 1	Weak	4-5
	Poor	2-3
	Very poor	0-1

PART B - ESSAY QUESTIONS (45 marks)

<i>AO1 / AO2 / Synopticity</i>	
Level 3 (Good to excellent)	9-12
Level 2 (Limited to sound)	5-8
Level 1 (Very poor to weak)	0-4

<i>AO3</i>	
...Level 3 (good to excellent)	7-9
...Level 2 (Limited to sound)	4-6
...Level 1 (Very poor to weak)	0-3

Further copies of this publication are available from
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

Telephone 01623 467467
Fax 01623 450481
Email publication.orders@edexcel.com
Order Code UA032359 Summer 2012

For more information on Edexcel qualifications, please visit our website
www.edexcel.com

Pearson Education Limited. Registered company number 872828
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE

Ofqual
.....



Llywodraeth Cynulliad Cymru
Welsh Assembly Government

