

Mark Scheme (Results)

January 2013

GCE Government and Politics (6GP03)
Paper 3C Processes in the USA

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. 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 for our BTEC qualifications.

Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

If you have any subject specific questions about this specification that require the help of a subject specialist, you can speak directly to the subject team at Pearson. Their contact details can be found on this link: www.edexcel.com/teachingservices.

You can also use our online Ask the Expert service at www.edexcel.com/ask. You will need an Edexcel username and password to access this service.

Pearson: helping people progress, everywhere

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

January 2013

Publications Code UA034587

All the material in this publication is copyright

© Pearson Education Ltd 2013

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.

Placing a mark within a level mark band

- The instructions below tell you how to reward responses within a level. Follow these unless there is an instruction given within a level. However, where a level has specific guidance about how to place an answer within a level, **always** follow that guidance.
- **2 mark bands**
Start with the presumption that the mark will be the higher of the two.
An answer which is poorly supported gets the lower mark.
- **3 mark bands**
Start with a presumption that the mark will be the middle of the three.
An answer which is poorly supported gets the lower mark.
An answer which is well supported gets the higher mark.
- **4 mark bands**
Start with a presumption that the mark will be the upper middle mark of the four.
An answer which is poorly supported gets a lower mark.
An answer which is well supported and shows depth or breadth of coverage gets the higher mark.

- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:

i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear

ii) select and use a form and style of writing appropriate to purpose and to complex subject matter

iii) organise information clearly and coherently, using specialist vocabulary when appropriate.

Question Number	Question
1.	Explain the issues that have created the deepest divisions between the two major parties since 2008.

Indicative content

1. The issues which have created divisions between the two major political parties since 2008 include:
- health care reform - Republicans in Congress were united in their opposition to the passage of 'Obamacare' and the Republican-controlled House of the 112th Congress passed legislation 33 times repealing it
 - level of federal spending and taxation - Republicans opposed the stimulus package passed in 2009 and there have been a series of confrontations subsequently over e.g. the raising of the debt ceiling, the extension of the payroll tax 'holiday' and the extension of the Bush tax cuts
 - the Dodd-Frank bill reforming the finance industry - Mitt Romney pledged to repeal it
 - START ratification - a majority of Senate Republicans voted against START ratification in December 2010
 - gay rights - Republicans were opposed to the repeal of 'don't ask, don't tell' in December 2010 and the intention of the administration announced in February 2011 to stop defending the constitutionality of the Defense of Marriage Act
 - national security - Republicans were critical of the administration's plan to try Khalid Sheikh Mohammed in a civilian court, abandoned in 2011, and of the alleged lapses in security which led to the murder of the US ambassador in Benghazi in 2012
 - nominations - the President's nominations to the Supreme Court and his administration have frequently been opposed by Republicans
 - immigration reform - the DREAM Act was nearly unanimously opposed by Republicans in the Senate in 2010
 - 'Fast and Furious' - the Republican controlled House conducted a lengthy and highly critical investigation into a mishandled government operation
 - union rights - Democrats have been critical of the attempts by a number of Republican governors, e.g. Governor Walker of Wisconsin, to remove union rights from state employees in the first few months of 2011

Threshold guidance

A threshold Level 2 response will typically exhibit the following features: Awareness of at least two issues which have divided the two major parties. Only limited or implied knowledge of post - 2008 developments.

A threshold Level 3 response will typically exhibit the following features: Clear understanding of at least two issues which have divided the two major parties. Detailed and accurate knowledge of post - 2008 developments.

LEVELS	DESCRIPTORS
Level 3 (11-15 marks)	<ul style="list-style-type: none"> • Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • Good to excellent ability to analyse and explain political information, arguments and explanations. • Good to excellent ability to construct and communicate coherent arguments, making

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

Question Number	Question
2.	To what extent do the major party conventions continue to have a meaningful role?

Indicative content

Party conventions have effectively lost their formal role of selecting the presidential and vice-presidential candidates, which has now become purely ceremonial.

However they still have a significant role in:

- approving the party platform
- healing the divisions of the primary
- rousing the party faithful
- presenting a positive image of the candidate and the party to a national audience
- generating a post-convention 'bounce'

The conventions of 2012 arguably had quite a significant role; the success of the Democratic convention, particularly the speech of former President Clinton, gave President Obama momentum which lasted until the first debate, whereas the problems of the Republican convention, beginning with the delayed start and continuing with the speech of Clint Eastwood, marked the beginning of a difficult few weeks for Mitt Romney.

Threshold guidance

A threshold Level 2 response will typically exhibit the following features: Awareness of at least two functions of major party conventions. Limited knowledge and use of examples.

A threshold Level 3 response will typically exhibit the following features: Clear understanding of at least three functions of major party conventions. Detailed and accurate knowledge of the formal and informal functions of major party conventions.

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

Question Number	Question
3.	How and why do pressure groups attempt to influence the Senate?

Indicative content
<p>Why:</p> <ul style="list-style-type: none"> • exclusive power to ratify treaties • exclusive power to confirm presidential nominations, especially those to the Supreme Court • impeachment trials • the Senate is one half of the legislature and, because of the routine use of the filibuster, the Senate has become more crucial than the House to the passage of legislation <p>How:</p> <ul style="list-style-type: none"> • lobbying • campaign donation • mobilising of supporters • independent campaigns; scope to run them has expanded through <i>Citizens United</i> <p>Threshold guidance</p> <p>A threshold Level 2 response will typically exhibit the following features: Awareness of at least two methods and/or reasons relating to pressure group attempts to influence the Senate.</p> <p>A threshold Level 3 response will typically exhibit the following features: Clear understanding of both how and why pressure groups attempt to influence the Senate. Detailed and accurate knowledge of the powers and role of the Senate and pressure group methods.</p>

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

Question Number	Question
4.	What are the aims of social conservatives and how far have they been achieved?

Indicative content

The main aims of social conservatives, who are mainly, though not exclusively, found in the Republican Party, include:

abortion

- aim: reversal of *Roe v Wade*, and the return of abortion policy to the states
- evidence of success includes: ; *Roe* still stands, but the right to abortion has been modified by successive Supreme Court decisions, and a ‘partial-birth’ abortion ban passed by Congress in 2003 was deemed constitutional in 2007 in *Gonzalez v Carhart*

same-sex marriage

- aim: a federal constitutional amendment defining marriage as between a man and a woman
- evidence of success includes: no federal amendment has been passed; state constitution amendments have been passed in several states, but same sex marriage has been recognised in an increasing number since 2004

family life

- aim: keeping recreational drugs illegal, promoting abstinence over sex education and preserving the traditional nuclear family
- evidence of success includes: both Colorado and Washington approved propositions in 2012 legalising marijuana; although funds for abstinence programs have fallen since 2008, the Department of Health and Human Services continues to fund them; the Equal Rights amendment remains unpassed

education

- aim: an explicitly Christian education system through the reversal of *Engel v Vitale* and the reinstatement of creationism/intelligent design in the school curriculum
- evidence of success includes: prospects for a constitutional amendment on school prayer look remote; there have been occasional successes in a few states in promoting creationism and intelligent design

Supreme Court

- aim: the appointment of a conservative court
- evidence of success includes: the appointment of Samuel Alito moved the Supreme Court to the right

support for Israel

- aim: strengthening of US financial and military support for Israel
- evidence of success includes: the Obama administration has deviated little from the unqualified support of recent administrations, although the nomination of Chuck Hagel as secretary of defense was not welcomed by all supporters of Israel

Threshold guidance

A threshold Level 2 response will typically exhibit the following features: Awareness of at least two aims of social conservatives. Limited knowledge of how far they have been achieved.

A threshold Level 3 response will typically exhibit the following features: Clear understanding of at least two aims of social conservatives. Detailed and accurate knowledge of how far they have been achieved.

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

Question Number	Question
5.	Why are black voters so loyal to the Democratic Party?
Indicative content	
<p>Stereotypically, black voters support the Democratic Party for a mixture of ‘pull’ (to the Democratic Party) and ‘push’ (away from the Republican Party) reasons.</p> <p>‘Pull’ reasons include:</p> <ul style="list-style-type: none"> • black support began with the New Deal and was consolidated by gestures of Truman towards civil rights, such as the desegregation of the armed forces • Democratic presidents were responsible for the civil rights & anti-poverty programs of the 60s and in large part for the affirmative action programs of the 60s and 70s • the federal government is a significant employer of black voters, and jobs are more likely to be protected under a Democratic administration the popularity of President Clinton; the 90s were a period of economic prosperity and his empathetic background led to him being accorded the label of the ‘first black president’ • the election of President Obama and the pursuit of policies such as ‘Obamacare’ which will benefit the less well-off <p>‘Push’ reasons include:</p> <ul style="list-style-type: none"> • in the 60s the GOP became by default the anti-civil rights party • President Nixon’s ‘southern strategy’ appealed to southern white voters • the Reagan administration was seen as unsympathetic to black voters • many prominent Republicans, e.g. Newt Gingrich and Tom DeLay, have been southern whites • the perception that black voters were particularly disadvantaged in the 2000 Florida presidential election 	

- the Bush administration’s response to Hurricane Katrina was seen as unsympathetic
- the pursuit by several Republican-controlled states of policies requiring specific forms of ID to vote was seen as disproportionately affecting black voters

Threshold guidance

A threshold Level 2 response will typically exhibit the following features: Awareness of at least two reasons why black voters are loyal to the Democratic party. Limited knowledge of either Democratic or Republican party policies.

A threshold Level 3 response will typically exhibit the following features: Clear understanding of at least two reasons why black voters are loyal to the Democratic party . Detailed and accurate knowledge of either Democratic or Republican party policies.

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

Question Number	Question
6	‘A record of total failure on immigration reform’. Discuss this verdict on the Obama administration.
Indicative content	
<p>Evidence that the Obama administration’s immigration reform has been a failure includes:</p> <ul style="list-style-type: none"> • President Obama came into office pledged to promote comprehensive immigration reform in his first year • in his first term border security spending and deportations both rose, but no bill appeared in Congress. 	

- such a bill was a possibility in the first two years with Democratic control of both houses of Congress, but the stimulus bill, health care and finance industry regulation were chosen to be priorities
- the recession was viewed as the wrong time for a measure which could be seen as adding to employment pressures
- arguably the hostility of the Republican Party made immigration reform made reform less of a priority for the administration as it left Latino voters with no alternative
- in the president's second two years Republican control of the House and the approaching election meant no bill could be passed
- states have passed immigration legislation in increasing numbers in response to the lack of action from the federal government.

Evidence that it has not been a failure includes:

- the administration did push for the passage of the Dream Act at the end of 2010 but it was filibustered by Republicans in the Senate
- additionally it has undertaken a number of executive actions short of comprehensive reform to improve the situation of undocumented people:
- in 2010 the Justice Department began legal action against the Arizona state government, seeking the suspension of SB1070
- in 2011 the administration issued a memorandum reminding school districts of their obligations under *Plyler v Doe*
- in 2011 the administration pledged to concentrate the deportation effort on those who posed a threat to the US and in 2012 announced the Deferred Action for Childhood Arrivals program, which gave a two year reprieve from deportation for those who arrived in the US as children

Threshold guidance

A threshold Level 2 response will typically exhibit the following features: Awareness of at least two immigration-related measures carried out during the Obama administration. Limited knowledge of their success.

A threshold Level 3 response will typically exhibit the following features: Clear understanding of at least two immigration-related measures carried out during the Obama administration. Some good evaluation of their success.

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

A02	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
A02	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
A03	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	How influential are US pressure groups?

Indicative content

Evidence that pressure groups have a high level of influence includes:

- the fragmented nature of the US political system creates multiple access points for pressure groups, and some groups such as the NRA and AIPAC are commonly viewed as having a significant and consistent impact on policy
- 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 important legislation, e.g. the role of PhRMA in health care reform (see for example http://www.nytimes.com/2012/06/09/us/politics/e-mails-reveal-extent-of-obamas-deal-with-industry-on-health-care.html?_r=0)
- the decision in *Citizens United* increased the ability of pressure groups to influence election campaigns
- the proliferation of lobbyists and the high price their services command suggest that the right kind of pressure is highly effective
- even pressure groups with few resources, e.g. the ‘Occupy Wall Street’ movement, may succeed in moving their cause up the political agenda
- the ever increasing cost of elections and the consequent need of politicians for campaign donations suggest they will be receptive to the views of their donors

Evidence that pressure groups do not have a high level of influence includes:

- ‘more activity, less clout’ - compared to a unitary system such as the UK, there may be more pressure group activity but competing groups have a self-cancelling effect
- many groups lack the financial means to secure influence with the elected branches of government
- the influence of even groups such as the NRA has recently been argued to have been exaggerated, see for example <http://thinkprogress.org/justice/2012/02/09/421893/the-myth-of-nra-dominance-part-i-the-nras-ineffective-spending/>
- level of influence may have declined with the emergence of two ideologically coherent parties, which, compared to the ‘umbrella parties’ of the 50s and 60s, now have their own programmes to advance
- in contexts such as elections only one side can win, so for every group apparently succeeding there will be another which does not - conservative pressure groups such as American Crossroads were reported to have spent several hundred millions of dollars supporting the candidacy of Mitt Romney

Threshold guidance

A threshold Level 2 response will typically exhibit the following features: Awareness of at least two pressure group methods. Limited knowledge of their link to pressure group influence.

A threshold Level 3 response will typically exhibit the following features: Clear understanding of at least two pressure group methods. Detailed and accurate knowledge of their link to pressure group influence.

A01	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
A02	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
A02	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
A03	Communication and coherence
Level 3	Good to excellent ability to construct and communicate coherent arguments, making good

(7-9 marks)	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	'The record of the incumbent is decisive in determining the outcome of presidential elections.' Discuss.

Indicative content

Evidence that the record of the incumbent is a significant factor in the outcome of presidential elections includes:

- there is a strong correlation between the incumbent's approval rating and the outcome of the election, even in elections when the incumbent cannot run, e.g. it would have been impossible for almost any Republican candidate in 2008 to overcome the association with the presidency of George W. Bush; many voters will have views on the evidence of the previous four or eight years, which the campaign has only limited power to change; voting is often more a retrospective judgment than based on promises for the future
- the incumbent's record on the economy is often held to be particularly significant, and is credited with the defeat of President Bush in 1992; in some elections such as 2004, the incumbent's record in foreign policy may be important
- the incumbent's record may be viewed by his own party so unfavourably that a serious primary challenger emerges; the evidence of 1968, 1976, 1980 and 1992 is that it is almost always terminal for his prospects

Evidence that other factors may be significant

- quality of the opponent - if an opponent does not present a compelling case for his or her election, many voters will be inclined to stick with an incumbent, even though he may not be particularly compelling himself; Bob Dole, for example, was seen by many in 1996 as an uninspiring alternative to President Clinton; in 2012 Mitt Romney's weaknesses, such as the '47%' recording, outweighed those of the president, such as persistently high unemployment, the unpopularity of 'Obamacare' and his failure to keep the campaign promises to close Guantanamo Bay and initiate immigration reform
- party - may be an asset or drag the candidate down, e.g. the pronouncements in 2012 of prominent Republicans such as Todd Akin and Richard Mourdock reinforced an image of the party as being in the control of extremists
- campaign strategy e.g. the Obama campaign's heavy investment early in 2012 in negative advertisements succeeded in defining Mitt Romney as the 'outsourcer in chief', an image which he struggled to shed
- 'events' such as the arrival of storm Sandy on the east coast a week before the election
- presidential debates - in a very close election such as 1960, the presidential debates may play a critical role, though appeared not to in 2012
- candidates' image - in 2008, the unflustered and youthful persona of Barack Obama played well against the quite often flustered and more elderly persona of John McCain; the controversy over the release of his tax returns, and the publicity surrounding his wife's horse and his dog on his car roof, all served to undermine Mitt Romney
- campaign finance - in 2008, Barack Obama raised in the region of \$700M, whereas John McCain's campaign was limited to the federal grant of \$84.1M
- running mate - John McCain's choice of Sarah Palin in 2008 was a gamble which didn't ultimately come off but quite possibly could have

Threshold guidance

A threshold Level 2 response will typically exhibit the following features: Awareness of at least two factors affecting the outcome of a presidential election. Limited understanding of their relative significance.

A threshold Level 3 response will typically exhibit the following features: Clear understanding of at least two factors affecting the outcome of at least two presidential elections. Some good evaluation of their relative significance.

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)	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

marks)	conclusions
A03	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

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 UA034587 January 2013

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

