

CAMBRIDGE INTERNATIONAL EXAMINATIONS

Pre-U Certificate

MARK SCHEME for the October/November 2013 series

9770 COMPARATIVE GOVERNMENT AND POLITICS

9770/01

Paper 1, maximum raw mark 100

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the October/November 2013 series for most IGCSE, Pre-U, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

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Generic marking descriptors: short essays

- The full range of marks will be used as a matter of course.
- Examiners will look for the ‘best fit’, not a ‘perfect fit’ in applying the Levels.
- Examiners will provisionally award the middle mark in the Level and then moderate up/down according to individual qualities within the answer.
- The ratio of marks per AO will be 3:2.
- The weighting of marks for each AO should be considered, but this is reflected in the descriptor: marking should therefore be done holistically.
- Question-specific mark schemes will be neither exhaustive nor prescriptive. Appropriate, substantiated responses will always be rewarded.

Level/marks	Descriptors
5 25–21 marks	<p>ANSWERS MAY NOT BE PERFECT, BUT WILL REPRESENT THE VERY BEST THAT MAY BE EXPECTED OF AN 18-YEAR-OLD.</p> <ul style="list-style-type: none"> • Excellent focused explanation that answers the question convincingly. Towards the bottom, may be a little unbalanced in coverage yet the answer is still comprehensively explained and argued. • Excellent knowledge and understanding of relevant political terms and/or institutions. Answer is comprehensively supported by an excellent range of concepts and examples that are used to sustain the argument. • Excellent substantiated synthesis bringing the explanation together.
4 20–16 marks	<p>ANSWERS WILL SHOW MANY FEATURES OF LEVEL 5, BUT THE QUALITY WILL BE UNEVEN ACROSS THE ANSWER.</p> <ul style="list-style-type: none"> • A determined response to the question with strong explanation across most but not all of the answer. • High level of knowledge and understanding of relevant political terms and/or institutions. Answer is well illustrated with a variety of concepts and examples to support the argument. Description is avoided. • Good substantiated synthesis.
3 15–11 marks	<p>THE ARGUMENT WILL BE COMPETENT, BUT LEVEL 3 ANSWERS WILL BE LIMITED &/OR UNBALANCED.</p> <ul style="list-style-type: none"> • Engages well with the question, although explanation is patchy and, at the lower end, of limited quality. • Fair display of relevant political knowledge and understanding, but this tends to be used to illustrate rather than support the argument. Explanation starts to break down in significant sections of description • Synthesis is patchy in quality.
2 10–6 marks	<p>ANSWERS WILL SHOW A LIMITED LINK BETWEEN THE QUESTION & ANSWER.</p> <ul style="list-style-type: none"> • Some engagement with the question, but explanation is limited. • Limited explanation within an essentially descriptive response. • Patchy display of relevant political knowledge and understanding that illustrates rather than supports any argument. • Synthesis is limited/thin in quality and extent.
1 5–0 marks	<p>ANSWERS WILL SHOW A CLEAR SENSE OF THE CANDIDATE HAVING LITTLE IF ANY ENGAGEMENT WITH THE QUESTION.</p> <ul style="list-style-type: none"> • Little or no engagement with the question. • Little or no explanation. • Little or no relevant political knowledge. • Little or no synthesis.

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Generic marking descriptors: full essays

- The full range of marks will be used as a matter of course.
- Examiners will look for the ‘best fit’, not a ‘perfect fit’ in applying the Levels.
- Examiners will provisionally award the middle mark in the Level and then moderate up/down according to individual qualities within the answer.
- The ratio of marks per AO will be 1:2.
- The weighting of marks for each AO should be considered, but this is reflected in the descriptor: marking should therefore be done holistically.
- Question-specific mark schemes will be neither exhaustive nor prescriptive. Appropriate, substantiated responses will always be rewarded. Answers may develop a novel response to a question. This is to be credited if arguments are fully substantiated.

Level/marks	Descriptors
5 50–41 marks	<p>ANSWERS MAY NOT BE PERFECT, BUT WILL REPRESENT THE VERY BEST THAT MAY BE EXPECTED OF AN 18-YEAR-OLD.</p> <ul style="list-style-type: none"> • Excellent focused analysis that answers the question convincingly. • Excellent sustained argument throughout with a strong sense of direction that is always well substantiated. Excellent substantiated conclusions. • Excellent understanding of relevant political knowledge (processes, institutions, concepts, debates and/or theories) illustrated with a wide range of examples. • Towards the bottom, may be a little unbalanced in coverage yet the answer is still comprehensively argued. • Candidate is always in firm control of the material.
4 40–31 marks	<p>ANSWERS WILL SHOW MANY FEATURES OF LEVEL 5, BUT THE QUALITY WILL BE UNEVEN ACROSS THE ANSWER.</p> <ul style="list-style-type: none"> • A good response to the question with clear analysis across most but not all of the answer. • Argument developed to a logical conclusion, but parts lack rigour. Strong conclusions adequately substantiated. • Good but limited and/or uneven range of relevant knowledge used to support analysis and argument. Description is avoided.
3 30–21 marks	<p>THE ARGUMENT WILL BE COMPETENT, BUT LEVEL 3 ANSWERS WILL BE LIMITED AND/OR UNBALANCED.</p> <ul style="list-style-type: none"> • Engages soundly with the question although analysis is patchy and, at the lower end, of limited quality. • Tries to argue and draw conclusions, but this breaks down in significant sections of description. • Good but limited and/or uneven range of relevant political knowledge used to describe rather than support analysis and argument.
2 20–10 marks	<p>ANSWERS WILL SHOW A LIMITED LINK BETWEEN QUESTION AND ANSWER.</p> <ul style="list-style-type: none"> • Limited engagement with the question, with some understanding of the issues. Analysis and conclusions are limited/thin. • Limited argument within an essentially descriptive response. Conclusions are limited/thin. • Factually limited and/or uneven. Some irrelevance. • Patchy display of relevant political knowledge.
1 9–0 marks	<p>ANSWERS WILL SHOW A CLEAR SENSE OF THE CANDIDATE HAVING LITTLE IF ANY ENGAGEMENT WITH THE QUESTION.</p> <ul style="list-style-type: none"> • Little or no engagement with the question. Little or no analysis offered. • Little or no argument. Assertions are unsupported and/or of limited relevance. Any conclusions are very weak. • Little or no relevant political knowledge.

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Section A: UK Concepts and Institutions

1 Explain collective and individual ministerial responsibility. [25]

General

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No set answer is expected. Candidates may answer the question from a wide variety of different angles, using different emphases, and arguing different points of view. The marking notes here are indicative and not exhaustive. What matters is the quality of the explanation, supported with valid examples. That said, candidates must answer the question set and not their own question.

Specific

The purpose of this question is to explain the two linked concepts of collective and individual ministerial responsibility. The candidate should provide a balanced explanation including both concepts.

- In terms of collective responsibility the candidate could refer to the Government, which is called to account at elections and scrutinised by Parliament. Individual ministers are required to defend the Government's position even if they disagree privately.
- A minister who is not willing to accept responsibility for a government decision must resign his post.
- Individual ministerial responsibility insists that ministers must attend Parliament regularly to answer questions, to justify decisions, to explain the thinking behind decisions and be subject to cross-examination.

There is an argument about whether ministers should resign if they make a mistake.

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2 Explain the formal powers of the Prime Minister.

[25]

General

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Specific

The purpose of this question is to explain the formal powers that the PM possesses.

There are a number of issues that the candidate could explain:

- Formal powers are derived from prerogative powers, which are divided into two categories. Namely, powers on behalf of the Monarch as Head of State, and those performed as Head of Government.
- Powers as Head of State include: Head of Armed Forces, negotiation of foreign treaties, granting of honours, Head of the Civil Service, appointment of judges, and archbishops and bishops of the Church of England.
- Powers of Head of government include: appointment and dismissal of ministers, appointment of heads of public bodies, dissolution of Parliament and chairperson of the Cabinet.

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3 Explain the arguments in favour of the UK having a written constitution. [25]

General

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Specific

The purpose of the question is for the candidate to explain the arguments that are put forward for the UK having a written constitution. There are a number of arguments that could be included, some of which are as follows:

- Government is too powerful and, therefore, greater controls are needed.
- Government is too centralised and power should be devolved downwards.
- The prerogative powers of government are uncontrolled and, therefore, are often abused.
- The rights of citizens have been eroded and continue to be threatened by government.

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4 To what extent should judges establish rights and interpret the British Constitution? [50]

General

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Specific

The purpose of the question is for candidates to provide a balanced discussion of the role of judges in the constitution. Candidates could include a range of arguments involving the theoretical arguments, the involvement of the Human Rights Act, the membership of the EU and the development of devolution. All these issues have raised the profile of the role of the judiciary in the Constitution. The arguments on either side can be summarised as follows:

Arguments for judicial control:

- The judiciary is independent of politics.
- Judges are legally qualified to make decisions.
- Judges are not subject to public pressure.
- Parliament is controlled by the Government and so is not independent enough to be in control of people's rights and the Constitution.

Arguments against judicial control:

- Judges are effectively political appointments.
- Constitutional and rights issues should be determined by elected politicians.
- Judges are not elected, not accountable and unrepresentative.
- Rights and the Constitution must be in the hands of elected representatives.

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5 Assess the role of Cabinet Committees in the UK machinery of government. [50]

General

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Specific

The purpose of the question is for candidates to evaluate the role of Cabinet committees and to provide prioritisation of their role.

The candidate could provide a brief background to the development of these committees, particularly in the last 20 years. Explain about the two types of committees, standing and ad hoc, and to explain about the less formal committees involved with the idea of 'ministerial group'.

There are a range of issues that the candidate could discuss and they are summarised as follows:

- They have existed for over 70 years, but the main growth in their use has been in the last 40 years.
- They mirror the main current responsibilities of government.
- They are either permanent standing committees or temporary ad hoc committees.
- The Prime Minister appoints ministers to committees, determines their agenda and forms new committees when required. The PM chairs many of the more important committees.
- They reflect the increased scope and complexity of government business.
- The committees relieve the pressure on the Cabinet itself by settling as much business as possible at a lower level.
- The committees support the principle of collective responsibility by ensuring that issues are fully considered.
- The committees have been criticised for taking away power from the formal Cabinet and/or representing extensions of prime ministerial power.

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6 'The main role of the House of Commons is to scrutinise the government.' How far do you agree with this view? [50]

General

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Specific

The purpose of this question is to focus on discussing the functions of the House of Commons.

The candidate should include some explanation and discussion of the importance of the named function 'scrutiny of government'. The candidate should then include a discussion of other functions and evaluate the importance of these functions against the importance of the named function. The 'other' functions could include:

- The role '**sustaining government**'. The Commons usually supports the government giving it authority and legitimacy.
- **Legislation**. Formal process of passing laws. In order for a law to be enforced in the courts, it must be passed through the formal procedures of both Houses of Parliament.
- **Law making**. This is to be distinguished from legislation. Through Private Members' Bills and free votes the House of Commons can play a part in creating laws.
- **Representation**. The House of Commons represents the people. When it debates an issue the people as a whole are involved.
- **Redress of grievances**. MPs frequently take up issues raised by their constituents with relevant ministers and officials.
- **Influence**. Government is subject to a variety of influences, e.g. pressure groups and the media. The Commons can be regarded as another avenue for influence.
- On occasions the House of Commons **can determine the nature of a government** following a General Election when there is no clear outcome.

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Section B: US Concepts and Institutions

7 Explain the term ‘filibustering’.

[25]

General

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Specific

The purpose of the question is to explain the term filibustering which is a particular feature of the Senate.

- Any Bill that runs out of debating time is automatically lost.
- Therefore, a determined group of Senators may seek to defeat a Bill by speaking indefinitely until time runs out. This is known as ‘filibustering’.
- To stop a ‘filibuster’, supporters of a Bill must introduce a motion of ‘cloture’.
- A cloture motion needs the support of 60% of the Senate.
- This makes the passing of legislation in the Senate more difficult.

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8 Explain the checks that limit the power of the President.

[25]

General

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Specific

The purpose of the question is to explain the various means by which the powers of the President can be limited. There are a variety of ways that the candidate could include:

- Congress can block, amend or delay bills, and override vetoes. Congress can impeach and even remove the President.
- The Supreme Court can declare the President's actions unconstitutional.
- Pressure groups can mobilise public opinion either for or against the President.
- The media's coverage of the President can influence public opinion.
- Public opinion is important to the President's influence.
- The Federal Bureaucracy can act as an obstacle to 'getting things done'.
- Federalism. Many federal government programmes are implemented by state and local governments.

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9 Explain the main features of the House of Representatives.

[25]

General

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Specific

The purpose of the question is for the candidate to outline and explain the main features of the House of Representatives. There are various positions and groups that the candidates could include in their explanation, as follows:

- Speaker
- Majority floor leader
- Minority floor leader
- Majority whip
- Minority whip
- Party conferences
- Party Policy committees
- Democratic Steering Committee
- Republican Committee on Committees
- 435 Representatives [two-year term]

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10 Evaluate the role and importance of the Vice President.

[50]

General

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Specific

The purpose of the question is to focus on the Vice President. The candidate should provide a balanced discussion covering both the role and importance of the Vice President.

Role of the Vice President.

The candidate could discuss the following constitutional powers:

- Presiding officer of the Senate – rarely used.
- Casting vote in Senate in the case of a tie.
- Counting the Electoral College votes.
- Becoming president on the death, resignation or removal from office of the President.
- Becoming acting president if the President is declared, or declares himself, disabled.

The importance of the Vice President.

The candidate could argue that for most of the history of the USA the position of Vice President was not very important because:

- It lacks significant powers.
- 12th Amendment – depriving the Vice President of election in their own right.
- It was not seen as an obvious stepping stone to the presidency.

Arguments that the Vice President has become more important.

- Vice Presidents now attend cabinet meetings and other groups.
- The 25th Amendment – meaning the office will always be occupied.
- Recently, four vice presidents have gone on to be president.
- Recently, some presidents have been Washington 'outsiders' whereas their vice presidents have been 'insiders'.

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11 Evaluate the role of primaries in presidential election process.

[50]

General

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Specific

The purpose of the question is to discuss the value of primaries in the election process. Candidates could begin with a brief explanation of the primaries and then provide an evaluation of importance. Some of the arguments that could be included are as follows:

Arguments that primaries are useful:

- Increased level of participation by ordinary voters.
- Increased choice of candidates.
- Opening up of the process to 'outsider' candidates.
- Removing the power of party bosses.
- Diminishing opportunities for corruption by doing away with the old 'smoke-filled rooms'.
- Weeding out candidates not up to the gruelling contest.

Arguments that primaries are not so useful:

- Turnout is usually low.
- Voters who do vote are often unrepresentative of typical general election voters.
- They make the process too long.
- They are expensive.
- They are too media-dominated.
- Bitter personal battles can develop.
- They fail to test some important presidential qualities.
- They lack significant input by professional politicians.

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12 How important are Congressional Committees as part of the machinery of government? [50]

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Specific

The purpose of this question is to explain and discuss the role of Congressional Committees. Candidates will need to show evidence of prioritisation. There are a range of issues that could be discussed and include:

- The Constitution makes no mention of Congressional Committees due to the fact that the volume of business in Congress was relatively small.
- The business of Congress has grown in size and complexity and now thousands of measures are proposed. They must be studied, sifted and considered. Hence both Houses have a variety of committees to deal with different issues.
- Distinction between the different types of committees, e.g. Standing Committees, Rules Committee, Policy Committee, Sub-committees, Select committees.
- The features of Congressional Committees can include:
They are both legislative and investigatory committees.
They may develop, draft and pass their own legislation.
Legislation developed elsewhere may be accepted, amended or rejected in full.
Committees have large staffs to support them.
They may call witnesses from a wide range of institutions.
Most hearings are in public and their voting recorded.
The procedural committees have the ability to hinder, or even cease the process of legislation.
Committee chairpersons are powerful political figures.