

CAMBRIDGE INTERNATIONAL EXAMINATIONS

Cambridge Pre-U Certificate

MARK SCHEME for the May/June 2015 series

9770 COMPARATIVE GOVERNMENT AND POLITICS

9770/01

Paper 1 (Concepts and Institutions),
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.

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Generic marking descriptors for Paper 1 (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.

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Level/marks	Descriptors
<p>1</p> <p>5–0 marks</p>	<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 for Paper 1 (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
<p>5</p> <p>50–41 marks</p>	<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.
<p>4</p> <p>40–31 marks</p>	<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.
<p>3</p> <p>30–21 marks</p>	<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.

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Level/marks	Descriptors
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]

Short essays

1 Explain the term ‘popular sovereignty’.

[25]

General

The generic mark scheme is the most important guide for examiners and drives the marking of all answers. Assess which level best reflects most of each answer. No answer is required to demonstrate all the descriptions in any level to qualify. Examiners are looking for ‘best fit’, not ‘perfect fit’. Provisionally award the middle mark in the level and then moderate up or down according to the qualities of the answer, using the question-specific marking notes below.

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 evaluation and the argument. That said, candidates must answer the question set and not their own question.

Specific

The purpose of the question is to explain the concept of popular sovereignty.

Candidates should include a definition of popular sovereignty which is that supreme power rests with the people. Candidates should develop their explanation and, in particular, showing that they understand that in an elected democracy there are free and fair elections in which there is accountability.

Answers could begin by explaining that in, general terms, sovereignty means supreme power. It is often divided into legal sovereignty and political sovereignty. Political sovereignty is concerned with the more difficult issue of where effective power resides. Answers could provide a variety of explanations and could reference to aspects of sovereignty such international sovereignty and popular sovereignty.

Candidates could go on to explain the nature of democracy in Britain and the tension that exists between popular sovereignty and parliamentary sovereignty.

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2 Explain the role of House of Commons Select Committees.

[25]

General

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Specific

The purpose of the question is to explain the background and purpose the functions of the House of Commons Select Committees.

Select Committees have existed since the 19th century but have become more important since 1979 when additional departmental committees with enhanced powers were set up.

There are departmental committees e.g. Defence, Home Affairs, Treasury, and there are non-departmental committees, of which the most important is Public Accounts.

The committees investigate a particular policy or issue and have powers to call witnesses including ministers, civil servants, MPs and representatives of interested groups. Questions are remarkably open and sometimes exchanges can be heated. There are not the restrictions for questioning ministers that occur in the House. At the end of an investigation a report is issued to the whole House and, therefore, at times, they have been more successful in making the government more accountable than the House. The committees try to operate away from the pressure of the Whips. In recent years, backbenchers are becoming more influential in Select Committees.

Answers and could explain some of the weaknesses. Candidates could include reference to the 2009 Wright Committee which gave the selection of committee chairs to backbenchers, taking power from the PM.

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3 Explain the features of the Scottish Parliament.

[25]

General

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Specific

The purpose of the question is to explain the features of the Scottish Parliament.

There are a number of features that candidates could explain:

- The Scottish Parliament is elected by the additional member system of voting.
- Parliament's main roles are to pass legislation, to hold the Scottish Executive to account, to approve appointments to the Scottish Executive, to debate key issues and approve the Scottish Budget.
- From Parliament a First Minister emerges, usually the leader of the largest party.
- First Minister appoints ministers to the Executive.
- Parliament is chaired by a Presiding Officer. He or she will advise the Queen on the appointment of the First Minister.
- Parliament has fixed term: that is, elections take place every four years.
- Parliament's powers of legislation and the Executive's administrative powers are limited by UK legislation.
- There are reserved powers where decisions are still made by the UK Parliament.

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Full essays

- 4 'Prime Minister's Question Time provides the main way in which the executive is scrutinised'. Discuss. [50]**

General

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Specific

The purpose of the question is for the candidate to explain the various ways in which Prime Minister's Question time scrutinises the government and to assess whether PMQT is the main way.

PMQT:

Candidates should provide in their answers, at some point, a paragraph on PMQT, demonstrating their understanding of its role and importance.

Points that could be made are:

- PMQT is a regular and open way of scrutinising government policy.
- Access to the process for the media.
- Provides scrutiny of the PM as an individual and the whole range of government policy.
- Problem that not all questions are openly addressed. Some questions and answers are written.

Other ways:

Candidates should balance their argument by considering other ways in which the House of Commons scrutinises the government. These ways could include:

- Questions in the House to ministers other than the PM
- Debates in the House
- Early day motions
- Correspondence with ministers
- Liaison committee
- Role of the Opposition
- Westminster Hall debates

Although there are a wide range of issues that the candidates could use, there needs to be evidence of a balanced argument and the use of appropriate evidence and examples from UK politics included.

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5 Assess the importance of the sources of the Constitution.

[50]

General

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Specific

The purpose of the question is for the candidates to assess the relative importance of the various sources of the Constitution.

Answers will need to consider the sources of the Constitution which include:

- Statute Law
- Common Law
- Conventions
- Works of authority
- EU laws and treaties

For answers to attain the highest awards they should include most of the sources but more importantly they should provide substantiated evaluation as to which of the sources are more important. There is no set answer and so answers are rewarded for the quality of the analysis and the supporting evidence.

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- 6 'The Prime Minister is the main focus of power in the machinery of government.' How far do you agree with this view? [50]**

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 evaluation and the argument. That said, candidates must answer the question set and not their own question.

Specific

The purpose of this question is for candidates to consider the issue of where power lies in the UK machinery of government. Candidates need to discuss the concept of 'focus of power' and differences that occur. The impact of coalition on the machinery of government will be rewarded.

The question suggests that the Prime Minister is the focus of power and, therefore, it is expected that candidates should spend some time in their answer providing argument and evidence that Prime Ministers are the focus of power.

However, answers should provide consideration of other groups or individuals who are the focus of power. There are a wide range of groups that could be considered including, parliament, the Cabinet, civil service, electorate, the media, European institutions, Supreme Court et al.

Although there are a wide range of issues that the candidates could use, there needs to be evidence of a balanced argument and the use of appropriate evidence and examples from UK politics included. Evaluation of 'to what extent' the PM is the main focus of power should be evident.

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Section B [USA]

Short essays

7 Explain the advantages of the presidential primary system.

[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 evaluation and the argument. That said, candidates must answer the question set and not their own question.

Specific

The purpose of the question is for candidates to explain the advantages of the presidential primary system. Some advantages that candidates could include are:

- Provides a more formal way for States to choose their candidate.
- Primaries compared with Caucuses tend to increase people's participation.
- Primaries have more appeal.
- Primaries sometimes gain a lot more media coverage.
- People are more aware of the primaries and the candidates.
- Increases the number of candidates and, therefore, the choice people have.
- Reduces the power parties have in the selection of candidates.
- Primary process opened up the contest to 'outsiders'.
- Reduces corruption that was apparent before primaries became more popular.
- Primaries system test the candidates in preparation for the presidential election campaign.

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8 Explain the term ‘logrolling.’

[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 evaluation and the argument. That said, candidates must answer the question set and not their own question.

Specific

The purpose of the question is to explain the term logrolling, which is the trading of legislative help for mutual gain. In politics this especially refers to the trading of influence or votes among legislators to gain the passage of certain projects. Candidates could explain that there are considered to be three types of logrolling, namely; logrolling within a direct democracy, implicit logrolling and distributive logrolling. In the first type a few individuals vote openly and votes are easy to trade, rearrange and observe. In implicit logrolling large bodies of voters decide complex issues and trade votes without a formal trade vote. Distributive logrolling enables policymakers to achieve their public goals by ensuring that their district policies are put into practice regardless of whether their policies are actually efficient. Candidates could provide some examples which could be both hypothetical or real.

Candidates could provide a brief background to the origins of the term in the nineteenth century. The first known use of the term was by Congressman Davy Crockett in 1835 and is generally accepted that it refers to the custom of neighbours assisting each other with the moving logs. If two neighbours had cut a lot of timber which needed to be moved, it made more sense for them to work together to roll the logs.

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9 Explain the functions of the Congressional Committees.

[25]

General

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Specific

The purpose of the question is to explain the main features of Congressional Committees. Answers might briefly explain that there are various types of committees such as standing committees of each House, subject standing committees, conference committees, sub-committees and select committees. The main features that could be included are:

- They are both legislative and scrutiny/oversight committees.
- They may develop, draft and pass their own legislation without taking the lead from the White House.
- Legislation developed elsewhere may be rejected, amended or accepted in full.
- Committees have large permanent staff and research capabilities.
- They can demand witnesses from Congress, the administration or outside bodies.
- Most hearings are in public and voting recorded.
- Committees in both chambers have the ability to severely hinder legislation.

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Full essays

- 10 To what extent do you agree that being the Commander-in-Chief of the Armed Forces is the main power of the US President?** [50]

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 evaluation and the argument. That said, candidates must answer the question set and not their own question.

Specific

The purpose of the question is to consider the relative importance of the various powers that the President has.

C-in-C of the Armed Forces

The question suggests that being C-in-C of the Armed Forces is the most important Presidential power in their role as Head of State. Therefore, there must, at some point in an answer, an explanation and evidence to support the importance of this given power.

Other powers of the President.

Answers are very likely to weigh up this power against the importance of other powers of the President. These other powers include:

- Chief legislator
- Chief diplomat
- negotiating and signing treaties
- Executive agreements
- the intelligence services
- the appointment of ambassadors
- acting as a figurehead
- submit the annual budget

Although there are a wide range of issues that the candidates could use, there needs to be evidence of a balanced argument and the use of appropriate evidence and examples from US politics included. Candidates will be rewarded for linking the President's powers to the concept of the separation of powers. Evaluation of 'to what extent' being the C-in-C is the main Presidential power must be evident.

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11 'Pressure groups are too influential in US politics.' Assess this view.

[50]

General

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Specific

The purpose of this question is for the candidate to provide a balanced argument concerning how much influence pressure groups have in the USA. Candidates could include some of the following arguments:

A Arguments that interest groups are too influential:

- Candidates may make reference to Elite Theory.
- Some groups are influential due to their size.
- The commitment of the pressure group's members to the organisation's goals.
- Size and commitment of a pressure group may mean they can influence the voting habits of their members.
- The financial resources of a pressure group can be used in election campaigns.
- Pressure groups have used the courts to publicise issues and to attain court ruling that influence legislation.
- Pressure groups can forge close relationships with key decision makers in Congress. 'Iron Triangles'.
- Role of pressure groups at State level.

B Arguments that interest groups are not too influential.

- The role of pluralism in which the political resources are widely spread and, therefore, in the hands of many diverse individuals and groups.
- The ability of pressure groups to 'buy' the support of influential decision makers is sometimes exaggerated.
- Many pressure groups face an 'equal and opposite reaction' from other pressure groups which can sometimes mean that their efforts cancel each other out.
- Pressure groups do not always achieve their objectives as their proposals can be hindered, amended and halted by others.

Although there are a wide range of issues that the candidates could use, there needs to be evidence of a balanced argument and the use of appropriate evidence and examples from US politics included. Evaluation of 'assess this view' must be evident.

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12 How important are State Governments in the US Federal System?

[50]

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Specific

The purpose of the question is for candidates to consider the division of powers between the Federal and State governments and to evaluate the relative importance of the State governments in the Federal System.

Candidates would need to consider how the powers are divided in the Constitution and provide arguments for and against their importance. Issues that could be raised are:

- Division of powers between the Federal and State governments in the Constitution.
- Federalism allows for considerable variations between states in the activities of State governments.
- State governments provide the basis for politician's experience before moving to Federal roles
- The funding relationship between Federal and State governments could be discussed.

Although there are a wide range of issues that the candidates could use, there needs to be evidence of a balanced argument and the use of appropriate evidence and examples from US politics included. Evaluation of 'how important' State governments are in the Federal system must be evident.