

CAMBRIDGE INTERNATIONAL EXAMINATIONS

Cambridge Pre-U Certificate

MARK SCHEME for the May/June 2015 series

9770 COMPARATIVE GOVERNMENT AND POLITICS

9770/04

Paper 4 (Contemporary International Debates: Contexts and Comparisons), 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 May/June 2015 series for most Cambridge IGCSE[®], Cambridge International A and AS Level components and some Cambridge O Level components.

® IGCSE is the registered trademark of Cambridge International Examinations.

Page 2	Mark Scheme	Syllabus	Paper
	Cambridge Pre-U – May/June 2015	9770	04

1 Assess the reasons why some states fail?

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 is important is the quality of the argument and the comparative analysis. That said, candidates must answer the question set and not their own question. Further, they are required to support their answer with specific examples which are drawn from at least two countries, neither of which may be the UK or the USA (although either or both may be referenced for supplementary context/comparison). Any answer that breaks this paper requirement is unlikely to attain a mark above level 1.

Specific

Candidates may be expected to discuss the concept of a state and have awareness of the definition of a state. States can be seen as having a monopoly on the legitimate use of force; or they are seen as having a defined territory, a permanent population and being able to enter into relations with other states; or they are seen as delivering welfare and security to their citizens. The concept of a failed state is a recent one and not particularly clearly defined. Candidates will be given leeway to make their own broad definitions about what a failed state is and as long as this definition in some way suggests the idea of the state seriously or dangerously failing to carry out its 'normal' functions, then it may be described as a failed state. As there is no clear definition of what a failed state is, candidates will need to find a way to construct a coherent and logical answer. Potential reasons as to why states may fail include, but are not limited to, the following:

- Poverty
- Were not states in the first place
- Civil strife – failure of the social contract – public goods in return for limited freedoms
- Lack of legitimacy
- Outside intervention – or lack of it. In the cold war it wasn't allowed to happen
- Transition of regimes

Examples of failed or failing states can include Somalia, South Sudan, Sudan, Democratic Republic of the Congo, Chad, Yemen, etc. Non failed states can be contrasted with failed states including all European states, North American states, etc.

Page 3	Mark Scheme	Syllabus	Paper
	Cambridge Pre-U – May/June 2015	9770	04

2 Assess the state’s responsibility to look after the welfare of its citizens.

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 is important is the quality of the argument and the comparative analysis. That said, candidates must answer the question set and not their own question. Further, they are required to support their answer with specific examples which are drawn from at least two countries, neither of which may be the UK or the USA (although either or both may be referenced for supplementary context/comparison). Any answer that breaks this paper requirement is unlikely to attain a mark above level 1.

Specific

Essays should primarily deal with the role of the state and its relation to the welfare of its citizens. Debate will hinge on argument over the state’s responsibility to look after the welfare of its citizens. It might be expected that students will tackle this question in a left/right way. Differing political philosophies have different approaches to the responsibility of the state. The right tend to argue that the state should have less of an interventionist role and therefore the citizen has more responsibility to look after their own welfare. Whilst the left tend to believe that the state does have a role in the responsibility to look after the welfare of its citizens. A key definition in the essay may be over what welfare actually is. Candidates will have a certain amount of leeway to define their own view of ‘welfare’. Another approach is for candidates to address the view that the state should only look after its citizens and not its non-citizens. Candidates may mention different welfare systems and compare the European type models with less-protection models.

Page 4	Mark Scheme	Syllabus	Paper
	Cambridge Pre-U – May/June 2015	9770	04

3 'As all states now face the same challenges, the world must integrate further to solve all its problems'. How far do you agree?

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 is important is the quality of the argument and the comparative analysis. That said, candidates must answer the question set and not their own question. Further, they are required to support their answer with specific examples which are drawn from at least two countries, neither of which may be the UK or the USA (although either or both may be referenced for supplementary context/comparison). Any answer that breaks this paper requirement is unlikely to attain a mark above level 1.

Specific

Debate could focus on the issue of globalisation and global problems and the ability of the sovereign state to deal with the issues. The types of challenges that all states face could include global warming, poverty, HIV/Aids, international terrorism, international crime/drug trafficking/people trafficking, economic growth, etc. Candidates may challenge the idea that states do face the same challenges and identify national or regional issues. Candidates may accept that states face the same challenges but reject integration as a solution. A view on what integration is may be expected. Integration may be intergovernmental such as the IPCC, IMF/World Bank or a supranational approach as evidenced by the EU may be put forward. Discussion of federalism and quasi-federalism may also figure. Candidates may examine what to 'solve' means in this context. All approaches to answering this question may be valid.

Page 5	Mark Scheme	Syllabus	Paper
	Cambridge Pre-U – May/June 2015	9770	04

4 Assess the view that war is no longer an acceptable way of solving international conflict.

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 is important is the quality of the argument and the comparative analysis. That said, candidates must answer the question set and not their own question. Further, they are required to support their answer with specific examples which are drawn from at least two countries, neither of which may be the UK or the USA (although either or both may be referenced for supplementary context/comparison). Any answer that breaks this paper requirement is unlikely to attain a mark above level 1.

Specific

Issues for debate are likely to be on types of international conflict, what is war? And what is the definition of acceptable, bringing issues such as proportionality. Debate is also likely to focus on the legitimacy of war, just war theory, discussion of jus ad bellum as well as jus in bellum. War is a specific legal term and candidates may distinguish it from military action. Candidates may use specific examples of wars, ranging from World War Two up until the Libyan intervention of recent years. Candidates are unlikely to be rewarded for discussion of the Syrian civil war unless they can relate it to international conflict. A discussion of the Realist approach to war and the issue of war being policy by other means would be relevant.

Page 6	Mark Scheme	Syllabus	Paper
	Cambridge Pre-U – May/June 2015	9770	04

5 States now accept equality among all human beings.’ Discuss.

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 is important is the quality of the argument and the comparative analysis. That said, candidates must answer the question set and not their own question. Further, they are required to support their answer with specific examples which are drawn from at least two countries, neither of which may be the UK or the USA (although either or both may be referenced for supplementary context/comparison). Any answer that breaks this paper requirement is unlikely to attain a mark above level 1.

Specific

Essays are likely to focus on the definition of equality as well as a discussion of what exactly acceptance means. Equality may be discussed in any number of ways including, but not limited to religion, sexuality, ethnicity, sectarian, etc. Human Rights may be brought in to help define equality. A distinction between equality and equality of opportunity may be drawn. Candidates may challenge the idea that all human beings are equal. There are a number of approaches to this essay including: the view that states do not accept the equality of all human beings; that states do accept the equality of all human beings but their populations do not; or that states do accept the equality of all human beings but do not deliver policies that enable equality.