



CAMBRIDGE
International Examinations

www.XtremePapers.com

Cambridge
Pre-U

Teacher Guide

Cambridge Pre-U

Comparative Government and Politics

9770

Cambridge International Examinations retains the copyright on all its publications. Registered Centres are permitted to copy material from this booklet for their own internal use. However, we cannot give permission to Centres to photocopy any material that is acknowledged to a third party even for internal use within a Centre.

© Cambridge International Examinations 2013

Contents

Overview	3
Components 1 and 2: Introduction	4
Short essay questions	
Full essay questions	
Component 1: Concepts and Institutions (UK and/or USA)	6
UK core concepts	
US core concepts	
Component 2: Parties and Ideas (UK and/or USA)	10
UK core concepts	
US core concepts	
Component 3: Ideologies and Philosophies	14
Sub-question (a)	
Sub-question (b)	
Guidance on the five options	
Component 4: Contemporary International Debates: Contexts and Comparisons	20
Dos and Don'ts	
Comparative themes	

Overview

For the Cambridge Pre-U qualification in Comparative Government and Politics (Principal) (syllabus code 9770), candidates take all four components together at the end of the course in the same examination series.

Component 1: Concepts and Institutions (UK and/or USA)

Component 2: Parties and Ideas (UK and/or USA)

Component 3: Ideologies and Philosophies

Component 4: Contemporary International Debates: Contexts and Comparisons

Detailed guidance as to the specific syllabus content is provided in the 9770 Comparative Government and Politics syllabus available at www.cie.org.uk

Guidance on standards and examples of individual candidate's answers can be found in the 9770 Comparative Government and Politics Example Candidate Responses booklet available on Teacher Support at <http://teachers.cie.org.uk>

Teachers might find it helpful to construct a grid when they develop their scheme of work so that they can map overlap between components and see where there are opportunities to introduce concepts in Components 1 and 2 that will be built on in Component 3 and/or Component 4.

Components 1 and 2: Introduction

The syllabus and assessment for Components 1 and 2 are structured in the same way. Both have the same type of questions and use the same generic marking criteria. On both components, candidates may choose to answer **either** just from Section A: UK Concepts and Institutions or just from Section B: US Concepts and Institutions. Alternatively, to enable a school to teach both the UK and the USA, candidates may take both of the short essays from one section and their full essay from the other.

Each section has three short essays and three full essays. Candidates have to answer **two** short essays and one full essay on each paper. Each paper is 1 hour 30 minutes long. Candidates are advised to spend approximately 20 minutes on each short answer and approximately 45 minutes on their full essay.

Most candidates will probably be new to the formal study of Politics and, therefore, some general discussion at the start of the course of what Politics is, where it takes place and why it is important might be both helpful and useful. This might include Politics as conflict resolution and as something which happens in all human interaction as well as the more 'usual' definitions of the concept.

The very nature of the content and concepts covered by the two components means that it is inevitable that there is some overlap between the two components, and teachers should be aware of this when planning the course. The syllabus is linear and should be seen as a unified whole, so candidates should know that material they learn in the context of one component may well be applicable to another, and can (and should) be used if relevant in any answer on other components.

Teachers are encouraged to be alert to opportunities to introduce some of the concepts and ideas that will be vital for Components 3 and 4 during their teaching of Components 1 and 2. It is therefore advisable that in approaching the course, teachers have a clear understanding of the requirements and content of all four components and thus of issues that can be developed throughout the course. The more that teaching and learning are synoptic, the better.

In terms of starting the course, it might be helpful to combine the relevant questions from Component 2 with the concepts in Component 1; for example a consideration of 'What is representative democracy?' could be taught alongside 'What is the role and function of political parties in a democracy?' This might be started by asking why it is important to vote and this could then lead on to a consideration of the decline in electoral participation in recent years. This would then open up a consideration of issues such as popular sovereignty, electoral mandates and legitimacy. Alternatively, some teachers might decide to start with the workings and function of parliament as this may be more accessible and familiar to many learners.

Concepts for both papers should not be taught in theoretical isolation. Rather, they should be taught within an understanding of the actual workings of the UK and/or US government in practice so that candidates develop a series of specific examples which they can then use to illustrate individual concepts.

Teachers should be aware that the period for study is defined as starting in 1979 for the UK and 1977 for the USA (although earlier examples will always be welcomed, if relevant).

The attention of candidates should be drawn to the following guidance:

Short essay questions

Candidates should:

- analyse three or four key points fully
- avoid superficial detail; it is the quality and depth of analysis that will be rewarded
- support their explanation with relevant and precise examples taken from the period
- define any key term at the start, and then link material back to it as the answer develops
- focus on the precise term, concept or issue under consideration.

Full essay questions

Candidates should:

- analyse four or five key points in detail; it is the quality and depth of analysis that is important
- avoid superficial detail; it is the quality and depth of analysis that will be rewarded
- ensure that the answer covers both sides of the debate/argument
- ensure that it reaches an overall judgement that follows logically from the rest of the answer
- support the argument with relevant and precise examples taken from the period
- define any key term at the start, and then link material back to it as the answer develops
- focus on the precise term, concept or issue under consideration.

Component 1: Concepts and Institutions (UK and/or USA)

The syllabus outlines the core concepts and supporting concepts that need to be taught. These should not be taught in isolation, but be illustrated through reference to current political developments in the UK and/or USA. Candidates will be expected to demonstrate knowledge and understanding of concepts in the examination.

Teachers should also be aware that the syllabus provides a list of questions on each of the core concepts for this component and these could provide the basis or starting point for a scheme of work. They will also help to provide the link between the concepts and political developments within the UK and/or USA.

Candidates will need to substantiate their explanations with relevant examples and should keep themselves well informed about contemporary political issues and developments in the political system/s they are studying; it might be worthwhile keeping a folder of newspaper cuttings or creating a computer folder for relevant articles.

Although a knowledge of political thought is not required for this paper, teachers might decide to introduce some political ideas here. This suggestion is a demonstration of how teachers might approach the course in a holistic manner; for example teachers might use the definition of political power from John Locke's *Second Treatise of Civil Government* or a few extracts from John Stuart Mill's *Representative Government*. No candidate would be expected to quote from such works when answering questions on this paper, but such study might help provide a basis to start building towards Component 3.

The following section provides more detailed comment about the link between the core concepts and their application to political developments and systems within the UK and/or USA.

UK core concepts

Sovereignty:

- Candidates should have a basic definition of the concept. This could then be developed to consider popular, political, legal and economic sovereignty in the UK context.
- Sovereignty should be linked to the role and function of parliament.
- Candidates will need a critical understanding of the role of parliament in order to understand the other concepts.
- This should lead to candidates considering issues such as 'How effective is Parliament in holding the executive to account?' so study of how scrutiny occurs in both Houses will be required, as will an understanding of the concepts of mandate and accountability.
- Candidates should have a basic understanding of the role of Parliamentary Committees.
- Candidates should be expected to know about the role and function of MPs both in government and opposition, but not about the minutiae of parliamentary procedure.
- In considering the Law Lords, candidates should understand their importance in terms of judicial independence and neutrality, the extent to which judges have become politicised and the use of judicial review.

Consent:

- Candidates should have a basic definition of the concept and what it means in the UK context.
- Candidates should be aware of what is meant by popular sovereignty.
- Candidates should be aware of the variety of electoral systems used in the UK, how they work and the different results they produce.
- Candidates should know about the different types of pressure groups and how they function in the UK.
- Candidates should be able to discuss the impact and effect of devolution on democracy in the UK as a whole as well as within the individual parts.
- Candidates should consider the UK's relationship with the EU and understand how power is shared and be able to discuss the EU's impact on democracy in the UK.
- Candidates should know about how power is shared between central and local government (including the London Mayor and assembly).

Constitution:

- Candidates should have a basic definition of the concept and what it means in the UK context. They could then consider how much of the UK system is based on convention.
- Candidates should be aware that the UK constitution is uncodified and consider the strengths and weaknesses of this.
- The role of the judiciary in maintaining the constitution needs to be understood, as do the concepts of judicial neutrality and independence (in theory and in reality). This should include an understanding of the Supreme Court.
- Candidates need to be aware of the importance of the 1949 Parliament Act and of issues/debates about reform of the second chamber.
- Candidates need to understand other recent and contemporary constitutional questions and their significance, such as electoral systems, devolution, membership of the EU, the Human Rights Act.

Democracy and representative government:

- Candidates should have a basic definition of the concepts and what they mean in the UK context.
- Candidates should develop further their understanding of the roles and functions of parliament and government. They should also consider the role of the Cabinet in a fused Executive and Legislature.
- Where does power lie? Relationships between government and parliament, and between the Cabinet and the Prime Minister, need to be understood.
- Candidates should consider whether the role of the Prime Minister has become more presidential, considering not just personality and style, but also the structures within which the Prime Minister operates and how they seek to manipulate, shape and direct them.
- Candidates should consider the role and impact of the media and modern communications on democratic government.

For further guidance, teachers are encouraged to consult the Principal Examiner Reports published after each examination series and the Example Candidate Responses booklet where short commentaries are published alongside examples of candidates' work (<http://teachers.cie.org.uk>).

US core concepts

Separation of powers:

- Candidates should have a basic definition of the concept and be able to discuss how the concept relates to ideas of constitutionalism and to ideas of limited government in the USA.
- Candidates need to be able to assess the powers of the presidency in recent years, including their power in relation to Congress.
- While candidates will not be expected to be familiar with the works of Montesquieu or Locke, some consideration of their ideas might be useful as preparation for Component 3.

Federalism:

- Candidates should be aware of what is meant by federalism and its application in the USA.
- Candidates should be aware of the responsibilities and powers ascribed to the federal and state governments respectively, and understand its impact on US politics.
- Candidates should be aware of the link to the separation of powers and the multiple points of contact between the two levels of government.
- Candidates will not need to consider the discussions regarding the creation of the federal government that occurred during the Philadelphia Convention nor policies as they differ across the states of the Union.

Consent:

- Candidates should be aware of what is meant by popular sovereignty and how effective the electoral mechanisms used in the USA are in securing democracy.
- Candidates should consider the role and impact of elections.
- The role of pressure groups in enhancing or undermining democracy should also be considered.
- Candidates should understand how power is shared between federal and state level.
- Candidates should also be aware of how judicial review operates.
- Candidates will not be expected to explore the concept at a philosophical level, although they should have an understanding of some of the ideas of Rousseau and Hume.

Constitution:

- Candidates should have a basic definition of the concept. They will be expected to have a good working knowledge of the central elements of the US constitution, including the Bill of Rights (but they will not be expected to know in detail any article or amendment).
- Candidates should be aware that the US constitution is codified and consider the strengths and weaknesses of this. [Note: They do not need to consider the discussions surrounding the ratification of the Constitution or the debates between the federalists and anti-federalists that preceded ratification.]
- Candidates need to understand judicial review in the USA and its significance in US politics.
- The role and significance of the Supreme Court in upholding and redefining the constitution must be understood, as must the concepts of the Court's neutrality and independence (in theory and in reality).

Democracy:

- Candidates should have a basic definition of the concept and be familiar with the way the concept is discussed in the US political context.
- Candidates should be able to show some knowledge of the different types of democracy, particularly direct, liberal and representative.
- There may also be some link here to the role of Pressure Groups.
- Candidates need not have a detailed understanding of the key debates within political theory that explore the value of democracy.

Government:

- Candidates should have a basic definition of the concept and have an understanding of the main institutions that are responsible for the running of the federal state.
- Candidates should understand the functions of the three branches of government and the relationship between President and Congress, as well as relationships between the Senate and the House of Representatives.
- Candidates should be aware of the reasons for the growth of the Federal bureaucracy and its relationship with Congress.
- Candidates should also consider the role of the media and its influence on politics.

For further guidance, teachers are encouraged to consult the Principal Examiner Reports published after each examination series and the Example Candidate Responses booklet where short commentaries are published alongside examples of candidates' work (<http://teachers.cie.org.uk>).

Component 2: Parties and Ideas (UK and/or USA)

The syllabus outlines the core concepts and supporting concepts that need to be taught. As previously explained, these should not be taught in isolation, but be illustrated through reference to current political developments in the UK and/or USA.

Teachers should also be aware that the syllabus provides a list of questions on each of the core concepts for this paper and these could provide the basis or starting point for a scheme of work. They will also help to provide the link between the concepts and political developments within the UK and/or USA.

Candidates will need to substantiate their explanations with relevant examples and should keep themselves well informed about contemporary political issues and developments in the political system/s they are studying; it might be worthwhile keeping a folder of newspaper cuttings or creating a computer folder for relevant articles.

Although knowledge of political thought is not required for this paper, teachers might decide to introduce some political thought here. This is particularly relevant as some of the core concepts (such as Liberalism, Conservatism, Socialism, Nationalism) all appear as elements on in Component 3 and candidates might find it helpful if some of the issues linked to the supporting concepts have been introduced at this stage. It is important that candidates are aware that in Component 2, the emphasis will be on contemporary party policy and not as much on teasing out the theoretical underpinnings of the ideology, which is examined in Component 3.

As in Component 1, the period for study is defined as starting in 1979 for the UK and 1977 for the USA (although earlier examples will always be welcomed, if relevant).

The following section provides more detailed comment about the link between the core concepts and their application to political developments and systems within the UK and/or USA.

UK core concepts

Democracy and representation

- Candidates should have a basic definition of the concepts of liberal democracy and parliamentary democracy and what they mean in the UK context.
- Candidates should be aware of the role and functions of political parties in the UK. This should involve a consideration not just of their role in government but also as opposition, and this should help candidates to understand the values of liberal and parliamentary democracy.
- Candidates should also be aware of the declining importance of political parties and the implications of that for democracy. This could be linked with work done on pressure groups.
- In the consideration of the role of political parties, candidates should also consider their function in developing policies and manifestos.
- How democratic are the major UK political parties? Candidates should consider this issue, so they will need to have some understanding of the internal structures of those parties.
- Candidates need to understand the impact of the media and modern communications on democratic political parties and democracy in the UK.

- Issues of party funding need to be considered, including comparison of arguments for and against state-funded parties and parties funded privately.
- Teachers could make a link between this element and the nature of liberal and parliamentary democracy that was covered for Component 1.

Liberalism

- Candidates should have a basic definition of the concept and what it means in the UK context.
- Candidates might consider how far each of the major political parties upholds these values.
- The liberalism of the Liberal Democrats should be considered specifically. This should include study of tensions between liberalism and social democracy within the party and, for example, consideration of the significance of *The Orange Book; Reclaiming Liberalism* (2004) and the stresses imposed by membership of the Coalition Government with the Conservative Party formed in May 2010.
- This could build on the question of what is a liberal democracy and this also provides a link with Component 3 work on Liberalism as candidates should consider issues such as individualism, freedom, plurality, equality, toleration and consent.

Conservatism

- Candidates should have a basic definition of the concept and what it means in the context of the British Conservative Party in recent years.
- Candidates should be aware of the recent changes within conservative thought, particularly the effect of the Thatcher period and the ideas of the New Right; how enduring have these changes been and what is their role in Conservative ideology post-Thatcher.
- As an example, this might include considering whether Conservative views on issues such as law and order, immigration and Europe have changed.
- Candidates should be aware that conservatism is traditionally suspicious of ideology.
- This provides a link with Component 3 work on Conservatism and candidates should consider issues such as hierarchy, authority, tradition and organicism.

Socialism/Social democracy/'The Third Way'

- Candidates should have a basic definition of these concepts and what they mean in the context of the British Labour Party in recent years.
- There does not need to be an emphasis on the history of socialism, although it will be helpful for candidates to be aware of how socialist attitudes towards capitalism and the state evolved in order to understand how Labour positioned itself before and after Blair as well as under his leadership.
- Candidates will need to understand what is meant by the 'commanding heights' and the ideas of Foot, Kinnock and Smith in the 1980s and 1990s in order to understand why there is a debate today about the extent to which Labour is a socialist party. This should involve a consideration of the contexts in which these party leaders operated.
- The core ideas of New Labour need to be understood, as does their significance for the Labour Party and British politics during the Blair years as well as since. Candidates should be aware of the work of Giddens and the idea of the 'Third Way'. This should lead to a consideration of the 'Blair Legacy' and how enduring its effect has been, drawing comparisons between Blair and Labour Party leaders from 2007. For example, study might include the idea of 'Blue Labour'.
- This provides a link with Component 3 work on Socialism and the Common Good, and candidates should consider issues such as equality, collectivism, centralisation, rights and responsibilities, communitarianism, social democracy, utopianism.

Nationalism

- Candidates should have a basic definition of the concept and what it means in the UK context.
- Candidates should be aware of the different types of nationalism within the UK. This should include the growth of civic nationalism as a result of devolution; independence nationalism with particular reference to developments in Scotland; cultural nationalism, particularly in Wales; sectarian nationalism in Northern Ireland; English nationalism (in mainstream parties as well as parties like the English Democrats; and British nationalism in parties like UKIP and the BNP). Nationalism as an issue in UK-EU relations should also be included.
- These developments should be contrasted with the concept of multiculturalism.
- Candidates should also be aware of issues such as immigration, British nationalism and the idea of independent regions in Europe/the EU.
- In discussing these issues candidates should be aware of debates about whether nationalism is a positive or negative force.
- These developments could also be linked to events such as 9/11 and 7/7 and the concepts of national identity, citizenship and the state.

For further guidance, teachers are encouraged to consult the Principal Examiner Reports published after each examination series and the Example Candidate Responses booklet where short commentaries are published alongside examples of candidates' work (<http://teachers.cie.org.uk>).

US core concepts

Democracy and representation

- Candidates should be aware of the role and functions of political parties within a democracy and what it means in the US context. This should involve a consideration not just of their role in government, but also as opposition and this should help candidates to understand the values of liberal democracy.
- Candidates need to assess the strength of parties in the USA and understand the significance of Primaries for selecting candidates in US politics.
- Candidates need to understand the impact of the media and modern communications on democratic political parties and democracy in the USA.
- It will also be important to consider issues of party funding. [Note: Candidates will not be expected to understand the internal workings and structures of the political parties.]
- Teachers could make a link between this element and the nature of liberal and parliamentary democracy that was covered for Component 1.

Liberalism

- Candidates should have a basic definition of the concept and what it means in the US context.
- Candidates should consider how far Republicans and Democrats uphold liberal values.
- This could build on the question of what is a liberal democracy and this also provides a link with Component 3 work on Liberalism as candidates should consider issues such as individualism, freedom, plurality, equality, right and duties, toleration and consent.

Conservatism

- Candidates should have a basic definition of the concept and what it means in the US context.
- Candidates should be aware of the recent changes within conservative thought, particularly the effect of the Reagan period and the ideas of the New Right. How enduring have these changes and neo-conservatism been, and what is their role in current American politics? This should also include a consideration of developments such as the 'Tea Party'.
- As an example, this might include considering whether their views on law and order or immigration have changed.
- Candidates should be aware that conservatism is traditionally suspicious of ideology.
- This provides a link with Component 3 work on conservatism as candidates should consider issues such as hierarchy, authority, tradition and organicism.

'Americanism': pluralism and the small state

- Candidates should understand the key debates and issues in civil liberties and civil rights campaigns and in ethnic politics in the USA.
- Candidates should understand why trade unions are so weak in the USA. This could be compared with the role and influence of other pressure groups.
- Candidates should understand why socialism has not developed in USA.

For further guidance, teachers are encouraged to consult the Principal Examiner Reports published after each examination series and the Example Candidate Responses booklet where short commentaries are published alongside examples of candidates' work (<http://teachers.cie.org.uk>).

Component 3: Ideologies and Philosophies

This component focuses on political ideas and should build on work undertaken in Components 1 and 2. However, this paper is very different from the other three as candidates will be required for sub-question (a) to engage with two extracts which consider political ideologies and philosophies central to the key themes of study for the topic area. Given the nature of the questions set, particularly sub-question (a), teaching and study of the ideologies and philosophies should be undertaken via critical engagement with a range of political texts. Candidates need to read widely. They need to spend time engaging with the actual writings of some of the more prominent theorists so that they are familiar not just with political ideas and concepts, but are comfortable with the way that political thinkers wrote and the language that they used to express their ideas. That way, they will not find the examination daunting when faced with extracts from theorists and will be quite familiar with the approach for answering sub-question (a). Teachers should plan to teach the key themes highlighted in the syllabus primarily through the use of extracts from the key writers, spending lots of time in class using and discussing extracts and undertaking comparative work between different thinkers.

No specific works will be set for sub-question (a) and candidates will therefore not find it useful to learn chunks of text. What matters is their response to the texts set.

Five options are set, as outlined in the syllabus, and there will be one question with two sub-parts set on each option. Candidates will have to answer all of the questions on two options. Candidates should spend approximately one hour on each option, allocating their time according to the available marks. It is therefore likely that they will spend between 15 and 20 minutes on sub-question (a) and between 40 and 45 minutes on sub-question (b).

The generic mark scheme for each sub-question type is the most important guide for what examiners are looking for and drives all marking. The marking notes for each sub-question are indicative only and it is not expected that candidates will discuss all the issues mentioned. Equally, candidates may well raise other valid points and arguments not mentioned.

The bullet points below are designed to be a helpful summary of what candidates should do.

Sub-question (a)

Sub-question (a) will require candidates to compare two extracts from the writings/speeches of political theorists or writers on a key theme or issue in the topic area studied. Candidates should be aware of the particular requirements of this sub-question:

- The comparison will be of an issue, not just a simple comparison of the two passages.
- In order to access the higher levels (Level 2 or Level 3), candidates must make a point by point comparison of the two passages.
- Where candidates deal with the passages sequentially, they will be confined to the lowest level. The mark scheme makes it very clear that if candidates do not make more than a basic comparison between the views expressed in the two passages, they cannot achieve more than a Level 1 mark.
- Candidates will be asked to compare the views of the two passages about an issue. The passages may be largely similar in their views or largely different. It should not be assumed that the passages will always offer different views about the issue.
- As a general guidance, candidates should aim to analyse two or three points raised by the two passages. It is the quality of the analysis that will determine the level awarded and, therefore, candidates need to develop and explain fully the points under discussion.

- In order to maximise their potential to reach the highest level (Level 3), candidates should reach a supported judgement about the issue under consideration.
- The focus of the answer must be on the passages. Candidates should focus on the views being expressed in the passages and not bring in lots of material from other aspects of the writing *unless* it helps directly to explain the points being made. This is a passage-based exercise so the set passages must be the focus of the answer. In some instances, it might be helpful if candidates are able to place the extract in its wider context, perhaps explaining why the view was put forward at that particular time or whether the passage represents or is typical of a particular strand of political thought at that time.
- Candidates should look to support their argument with brief quotations from the passages.
- Where appropriate, candidates may also bring in other theorists to help support their argument.

In short, the strongest answers will be **focused around common themes** in the passages which the candidate will then **compare and contrast**. The **comparison will be thematic** and strong answers may bring in other relevant material from wider reading to explain issues that are raised in the passages.

The following checklist might be a useful tool for candidates to check their class work against and help them to focus on the skills that will be examined. There should be evidence of:

- comparison focused directly on the issue in the question
- a thematic structure (point by point comparison)
- use of contextual knowledge
- reference to other theorists if appropriate
- an overall judgement.

For further guidance on the above points, teachers are encouraged to consult the Principal Examiner Reports published after each examination series and the Example Candidate Responses booklet where short commentaries are published alongside examples of candidates' work (<http://teachers.cie.org.uk>).

Sub-question (b)

Although sub-question (b) is a traditional essay-style question, there are a number of important points of which both teachers and candidates should be aware. The answer should be written in the form of a long essay. This essay should not be a long list of what a series of theorists think about a particular issue. Rather, the essay should be a considered examination of the issue in which the candidate's own view of the issue is clear and in which the candidate reaches a balanced judgement about the issue. Throughout, reference to specific theorists should be used to support the arguments being made. Candidates who know a lot about the topic and do not link their knowledge to the actual demands of the question will not score well. Teachers need to encourage their candidates always to give supported judgement and avoid simply describing the views of theorists. Candidates should also be careful to see that material from current political debates is always relevant to the issues under consideration.

Teachers should ensure that their candidates have a good understanding of the ideas of a wide range of theorists so that they are able to support their arguments. Candidates should be encouraged to read widely so that, for example, they can discuss Hobbes and Locke, but also go beyond them.

Candidates should not be frightened to put forward their point of view about the issue in the question, and should then use their knowledge of theorists to support their arguments. Essays that take this approach will be more successful than answers driven by description of a few theorists.

This component does not require candidates to have detailed knowledge of current political events, although reference to more recent developments may well be appropriate when answering some questions. Credit will always be given for material that is correct and relevant.

The following bullet points provide a summary of the requirements:

- The views of theorists should be used to support the argument of the candidate. Those views should never simply be described. A list of views of theorists will not score high marks.
- Candidates need to consider a range of theorists' views to maximise their potential to reach the highest levels.
- Candidates should offer their own view about the issue in the question and reach a balanced judgement having considered both sides of the question.
- Answers should not have an over-reliance on current political events.
- It would be advisable for candidates to define any key terms in the opening paragraph and always link their material and argument back to this.
- Candidates should be aware of, and consider in their answers, the different types of ideology under discussion and not simply assume that ideologies do not have different strands – this point is developed later on in this section.

Although it may sound obvious, the examiner wants the candidate to provide an answer to the question. It cannot be stressed enough that the examiner is most interested in the candidate's opinion about the issue in the question and wants to be convinced that the candidate's view is valid – which is done by using theorists to support their argument and explaining why the views of other theorists on the issue can be challenged.

As with sub-question (a), the following checklist might be useful for candidates to check their class work against and help them to focus on the skills to be examined. There should be evidence of:

- a definition of any key terms
- an understanding of the breadth of the issue and the different strands of the ideology
- an analytical, rather than descriptive approach
- the views of theorists are always being used to support the argument, and never simply described
- the candidate's own views about the issue are given clearly
- a clear judgement is made about the issue in the question.

Guidance on the five options

Teachers should always link ideologies to the key themes specified in the syllabus for each option.

In tackling both sub-questions, candidates need to be aware of the different strands of the ideology under consideration and not assume that there is only one type of liberalism, conservatism, etc. This understanding will help them to see the different views that, for example, liberals might have of liberty or Conservatives of the role of the state. In consequence, they will be able to offer a range of perspectives and views when answering any sub-question, (a) or (b).

Different types of ideologies that might be considered are listed here. Every list is indicative of what might be considered. No list is intended to be exhaustive.

Liberalism and the individual

- Minimalist state/nightwatchmen state
- Classical liberalism
- New liberalism/Modern liberalism
- Social liberalism
- Welfare liberalism
- Utilitarianism
- Neoliberalism
- Ethical and economic liberalism
- Contemporary liberalism
- Postliberalism

Study of the above could be done through consideration of the writings and views of theorists and politicians such as Beveridge, Gladstone, Green, Locke, Mill, Rawls, Smith, Spencer.

Conservatism and the nation

- Authoritarian conservatism
- Paternalistic conservatism
- Libertarian conservatism
- New Right conservatism
- One Nation conservatism
- Ultra right conservatism
- Contemporary US conservatism
- Continental European conservatism
- Social and liberal conservatism
- Contemporary conservatism
- Neoconservatism

Study of the above could be done through consideration of the writings and views of theorists and politicians such as Buchanan, Burke, Disraeli, Joseph, Oakeshott, Popper, Scruton. Those who teach this option should also note that nationalism is one of the key themes and therefore look at some of the guidance given in the following section on democracy and its critics.

Socialism and the common good

- Ethical socialism
- Scientific socialism/Marxism
- Revolutionary socialism
- Evolutionary/reformist socialism
- Fundamentalist socialism

- Revisionist socialism
- Social democracy/democratic socialism
- 'Third Way'

Study of the above could be done through consideration of the writings and views of theorists and politicians such as Benn, Bernstein, Blanqui, Crosland, Fourier, Marx, Owen.

Democracy and its critics

The syllabus makes clear through the key themes that the focus is on the criticisms of democracy. To that end, it would be beneficial for candidates to have an understanding of the different forms of democracy as this will then help them to have a better understanding some of the criticisms. Teachers might, therefore, be advised to ensure that their candidates have an understanding of:

- Direct democracy
- Representative democracy
- Limited and indirect democracy
- Liberal democracy
- Classical democracy
- Protective democracy
- Developmental democracy
- People's democracy

The primary focus must, however, be on criticisms of these forms of democracy and teachers should consider the following:

- Liberal nationalism
- Conservative nationalism
- Right-wing nationalism
- Expansionist nationalism
- Cultural nationalism and volkism
- Post-colonial nationalism
- Anti-colonial nationalism
- Socialist nationalism
- Racialism
- Traditional dictatorships
- Totalitarian dictatorships

Study of the above could be done through consideration of the writings and views of theorists and politicians such as Aristotle, Bodin, de Gaulle, von Herder, Hobbes, Lenin, de Maistre, Marx, Mazzini, Nyerere, Rousseau, Stalin.

Please note that nationalism is also a key theme for study in the option conservatism and the nation (see above).

Current ideological debates

- Liberal environmentalism
- Conservative environmentalism
- Socialist environmentalism
- Feminist environmentalism
- Fascist environmentalism
- Shallow and deep ecologism
- Anarcho-environmentalism
- Liberal feminism
- Radical and militant feminism
- Socialist and Marxist feminism
- Third Wave feminism
- Conservative feminism
- Anarcho-communism
- Anarcho-individualism
- Anarcho-capitalism
- Mutualism
- Anarcho-syndicalism
- Nihilism
- Contemporary anarchism
- Economic globalisation
- Religious fundamentalism (such as Christian, Islamic, Jewish)

Study of the above could be done through consideration of the writings and views of theorists and politicians such as Bakunin, Bookchin, Capre, Firestone, Friedan, Godwin, Greer, Kropotkin, Lovelock, Millett, Naess, Rothbard, Sorel, Taylor, Thoreau, Woolstoncraft.

For further guidance on any of the above points, teachers are encouraged to consult the Principal Examiner Reports published after each examination series and the Example Candidate Responses booklet where short commentaries are published alongside examples of candidates' work (<http://teachers.cie.org.uk>).

Component 4: Contemporary International Debates: Contexts and Comparisons

This paper requires comparative study and builds on the work undertaken in Components 1 and 2. Candidates **must** be able to draw on examples and illustrations from **at least two countries or regions** from anywhere in the world, but **neither** of which may be the UK or the USA, although examples from both of these may be used in a subsidiary or supplementary role. Candidates are encouraged to adopt a thematic role in their responses.

The focus is on contemporary, which is defined as meaning from, and thus including, the 1970s. It is hoped that this component will provide an opportunity for teachers to teach the topics and countries which they and their candidates most want to explore. However, teachers would be advised to focus on teaching the key themes and using examples from a range of countries, rather than teaching an in-depth study of the politics of two or more other countries. The guidance given below seeks to strike a balance between being so prescriptive as to detract from the aim of the component, but so general as to make any guidance valueless. Past question papers and mark schemes provide useful guidance as to the depth and range of material that might be expected.

As suggested above, teachers should not concentrate on any one or two countries and study them in the same depth as they did for the UK or USA for Components 1 and 2. It would be more beneficial to take a series of case studies that illustrate the particular themes covered by this component. If a teacher wishes to study another country in depth it would be advisable that this is done as well as a series of Case Studies, not instead of. The component offers the opportunity for teachers to look at issues such as new emerging powers and the politics of states beyond Europe as well. Teachers should be aware that some topics do assume that radically different political systems in terms of structure and belief are being studied.

There are **three** themes for study and candidates should have studied all the themes as the very nature of the questions on this paper means that there may be overlap between the different themes. In planning and teaching the three themes it might be helpful to start from the theory, some of which will have been covered for the other components, and then use current examples to illustrate the different aspects of the theory. The syllabus gives detailed guidance as to the key concepts that should be studied for each theme and these will help when planning a scheme of work.

Although it may sound obvious, the candidate must provide an answer to the question as actually set. It cannot be stressed enough that the examiner is most interested in the candidate's opinion about the issue in the question and wants to be convinced that the candidate's view is valid.

The examination paper lasts for 1 hour 40 minutes. Five full essay questions are set and candidates will have to answer **two** of the questions. Candidates should spend approximately 50 minutes on each question, but they are strongly advised to spend about ten minutes planning their answers. The very nature of the topics examined on this paper means that the questions are very broad. A clear plan and sense of direction is thus vital before a candidate starts to write to prevent drift away from the focus of the question or an excessive focus on only one aspect of the subject.

The generic mark scheme for each question is the most important guide for what examiners are looking for and drives all marking. The marking notes for each sub-question are indicative only and it is not expected that candidates will discuss all the issues mentioned. Equally, candidates will always be credited if they raise any other relevant and valid points and arguments.

Dos and Don'ts

The bullet points below are designed to be a helpful summary of what candidates should either do or avoid in their essays.

Do:

- plan your answer. Although there are no marks for the plan, it will help to ensure you remain focused and should give you a clear structure
- define any key word(s) and/or term(s) in the question
- define the key word(s) and/or term(s) in the introduction
- ensure you focus on any key word(s) and/or term(s) in the question
- relate your answer back to the key word(s) and/or term(s)
- ensure that you focus on the precise word(s) or term(s) used; for example there is a difference between 'globalisation' and 'global citizen'
- ensure there is a balance in the answer between theory and actual events/case studies
- ensure the answer is analytical
- support your argument with precise and relevant examples
- link the examples used to the actual question
- consider both sides of the argument
- reach a series of interim judgements at the end of each paragraph and ensure they link back to the actual question set
- reach a balanced concluding judgement at the end
- offer your view about the issue in the question
- check that the view you offered in the introduction is the same view that emerges at the end of the essay
- check this by re-reading your introduction and conclusion.

Don't:

- write generally about the topic, rather than the issue in the question
- describe events, rather than analyse and link them to the question
- consider only one side of the argument
- change your view at the end of the answer; your argument must be consistent throughout
- base the whole answer on just theory or just examples
- just use examples from the UK or the USA
- use an answer from a slightly different question that you have done before in the hope that it will fit the question set.

For further guidance on the above points, teachers are encouraged to consult the Principal Examiner Reports published after each examination series and the Example Candidate Responses booklet where short commentaries are published alongside examples of candidates' work (<http://teachers.cie.org.uk>).

Comparative themes

Teachers should ensure that their candidates have a clear understanding of the concepts for study outlined in the syllabus because these provide the theoretical basis for any answer and discussion.

The following key questions are possible suggestions for breaking down the theme and concepts associated with that theme. They might provide the starting point for a scheme of work. They are provided as an indicative guide only. They are not designed to be an exhaustive list of the issues that should make up a scheme of work. Where the guide makes reference to any particular state or country, it should be noted that it is indicative of an example or case study that could be used to develop that point. Teachers should always feel free to use any relevant example that illustrates a relevant point. There is no prescribed list of issues/questions that must be studied.

Governance: issues in how states govern themselves

Questions that could be considered:

- How are constitutions organised?
- How is government authority divided?
- What is the relationship between the citizen and the government?
- How and why does the relationship between the citizen and government differ according to different national and political systems?
- How do different regimes secure legitimacy?
- How do different regimes secure obedience?
- To what extent, and why, do constitutional arrangements allow for the separation of powers?
- How do constitutional arrangements ensure the upholding of human rights and civil liberties?
- How durable are authoritarian and democratic regimes?
- Why are some states more successful than others?
- Why do some states fail?

The bullet points above make it very clear that candidates should be aware of a range of ways in which governments are organised, and that it would be advisable to go beyond the liberal and representative democracies that typify the western world. That said, candidates do not need a detailed understanding of how governments are organised in other states. In studying these issues, candidates might consider the role of a human rights charter and how it is upheld. This might link to study of the role of the United Nations in upholding the Universal Declaration of Human Rights. Candidates might consider why and where the United Nations has intervened to protect human rights, and with what success. This might also lead to consideration of the role of the United Nations in, for example, Kosovo, Rwanda, Libya and Syria. Why have the United Nations been more successful in some disputes than others?

Independence and inter-dependence: issues in how states interact

Questions that could be considered:

- Why has the nation state become such a common means of organising political structures?
- In an increasingly globalised, inter-dependent world, is national sovereignty still meaningful?
- Are nation states still useful?
- What are the sources of contemporary conflict?

- Why are some conflicts settled peacefully while others result in war?
- How and why have arguments for 'just war'/liberal intervention/ humanitarian intervention affected post-Cold war international relations?

The above bullet points suggest that candidates should be aware of a range of reasons for the outbreak of war. This might be explored through a study of several conflicts (e.g. Kosovo, Iraq, Afghanistan, Libya, Syria, Jammu and Kashmir). A study of the role of the United Nations in these conflicts might also help understand why some are resolved peacefully, whilst others prove more difficult. Candidates might also consider how states are formed, or where attempts are made to form new states (e.g. Kosovo, Palestine, Kurdistan). Candidates might also consider why some states break apart or collapse (e.g. Sudan, Czechoslovakia, Yugoslavia), or where the survival of states is threatened (e.g. Somalia, Chad, Democratic Republic of the Congo).

Global issues that affect states and individuals

Questions that could be considered:

- Why do individual states adopt certain values?
- How and why are issues surrounding race and ethnicity relevant in different states?
- Why has the pursuit of multicultural policies been more effective in some states?
- How significant and effective are human rights-based and environmental improvement-based approaches in the politics of humanitarian and development aid?
- How significant have international environmental action and co-operation become?
- How effective is environmental politics at the international level?

In studying this theme, candidates might want to consider the trade versus aid debate. This might lead to a consideration of the effectiveness of government administered aid, such as in India with food supplies to the poor and free school meals. This might be compared to the effectiveness of non-governmental organizations (NGOs) in providing aid; and could involve a consideration of how to get aid to women in villages in Uganda. In considering the issues of race and ethnicity, a study of the different approaches of Zimbabwe and South Africa might provide a useful starting point and this might also lead to a consideration of the two states' relations with other powers. Some of the concepts in this particular element are contested and candidates would benefit from showing an awareness of the debates surrounding issues such as the North/South divide, climate change, trade and aid.

Teachers and learners would be well advised that, in a constantly changing world, more relevant and recent examples will surface during the course of study and therefore they should keep abreast of such developments and be willing to use them. An understanding of recent developments will give candidates a greater appreciation of issues and developments that are taking place in their world, and give greater relevance and enjoyment to their studies.

Cambridge International Examinations
1 Hills Road, Cambridge, CB1 2EU, United Kingdom
Tel: +44 (0)1223 553554 Fax: +44 (0)1223 553558
Email: info@cie.org.uk www.cie.org.uk

© Cambridge International Examinations 2013 v1 3Y05

