CAMBRIDGE
International Education

Cambridge International AS Level

US GOVERNMENT & POLITICS **8293/01**

Component 1 Government **For examination from 2028**

MARK SCHEME

Maximum Mark: 50

Specimen

This document has **12** pages. Any blank pages are indicated.

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General Marking Principles

All examiners must apply these marking principles when marking candidate responses.

1	Examiners must award marks for each response in line with: • the specific **content** defined in the mark scheme • the specific **skills** defined in the mark scheme or in the level descriptions • the **standard of response** required as exemplified by the standardisation scripts.
2	Examiners must award **whole marks** (not half marks, or other fractions).
3	Examiners must award marks **positively**. This means that: • marks are not deducted for errors or omissions • marks are awarded for correct/valid answers as defined in the mark scheme and also for **other valid answers** which go beyond the scope of the syllabus and mark scheme referring to your team leader as appropriate • the quality of spelling, punctuation and grammar are judged **only** when the mark scheme indicates that these features are **specifically assessed** in the question. However, the meaning of all responses must be unambiguous.
4	Examiners must **consistently** apply the requirements of the mark scheme and any rules for what to do when candidates have not followed instructions correctly.
5	Examiners must use the **full range of marks** defined in the mark scheme, unless limited by the quality of the candidate responses seen.
6	Examiners must award marks according to the mark scheme and **must not** award marks with grade thresholds or grade descriptions in mind.

Guidance on using levels-based mark schemes

Marking of work should be positive, rewarding achievement where possible, but clearly differentiating across the whole range of marks, where appropriate.

The marker should look at the work and then make a judgment about which level is the best fit.
In practice, work does not always match one level precisely so a judgment may need to be made between two or more levels.

Once a best-fit level has been identified, use the following guidance to decide on a specific mark:

- If the candidate's work **convincingly** meets the level, award the highest mark.
- If the candidate's work **adequately** meets the level, award the most appropriate mark in the middle of the range (where middle marks are available).
- If the candidate's work **just** meets the level, award the lowest mark.

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Table A for Questions 4 and 5(a)

These questions assess the following assessment objectives:

AO1 Knowledge and understanding (4 marks)
- Demonstrate knowledge and understanding of governmental and political ideas, institutions, and procedures.
- Apply knowledge and understanding of legal cases relevant to governmental and political ideas, institutions, and procedures.

AO2 Analysis (4 marks)
- Analyze governmental and political ideas, institutions, and procedures.
- Use, interpret, and analyze data in relation to political ideas, institutions, and procedures.

Use this table to give marks for each candidate response for Questions **4** and **5(a)**.

Level	Description	Marks
4	**Two explanations** Responses: • Explain why and/or how, or relationships between elements. • Support explanations with relevant information.	7–8
3	**One explanation** Responses: • Explain why and/or how, or relationship between elements. • Support explanation with relevant information.	5–6
2	**Description(s)** Responses: • Show some knowledge and understanding of the demands of the question. • Will be entirely descriptive in approach.	3–4
1	**Identification(s)** Responses: • Identify some relevant material about the topic/issue but are surface-level and/or lacking clear link to the demands of the question.	1–2
0	No creditable response	0

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Table B for Questions 5(b) and 6(c)

These questions assess the following assessment objectives:

AO1 Knowledge and understanding (4 marks)
- Demonstrate knowledge and understanding of governmental and political ideas, institutions, and procedures.
- Apply knowledge and understanding of legal cases relevant to governmental and political ideas, institutions, and procedures.

AO3 Evaluation (6 marks)
- Evaluate governmental and political ideas, institutions, and procedures.
- Make judgments based on evidence relevant to governmental and political ideas, institutions, and procedures.

Use this table to give marks for each candidate response for Questions **5(b)** and **6(c)**.

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Level	Description	Marks
5	**Responses develop a comparative judgment based on analysis of the given and alternative perspective(s)** Responses: • Are focused and contain clear analysis that supports **and** challenges the given view/statement. • Are consistently supported by relevant and detailed evidence for the given and alternative perspective(s). • Show clear comparative judgment of the relative strength of the given and alternative perspective(s).	9–10
4	**Responses offer explanation that considers the given <u>and</u> alternative perspective(s)** Responses: • Offer explanation that supports **and** challenges the given view/statement. • Are supported by mostly relevant and detailed evidence for the given and alternative perspective(s). • May form a conclusion that lacks clear comparative judgment.	7–8
3	**Responses offer explanation of the given <u>or</u> alternative perspective(s)** Responses: • Offer explanation that supports **or** challenges the given view/statement. • Are supported by mostly relevant and detailed evidence. • May be aware of alternative perspectives, but these will be described rather than explained.	5–6
2	**Responses consider aspects of the question without explanation** Responses: • May provide relevant description with few explicit links to the question. • May provide valid assertions with limited support.	3–4
1	**Responses provide general information about the topic loosely linked to the question focus** Responses: • May provide general information about the topic which is only loosely linked to the question focus. • May have limited relevance but make occasional valid points, which may be fragmentary and disjointed. • May offer some unsupported assertions.	1–2
0	No creditable response	0

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Question	Answer	Marks
1	**Identify the <u>two</u> branches of government that can apply checks on the power of the president.** Award 1 mark for each relevant point AO1 Knowledge and understanding • legislative branch • judicial branch	**2**
2	**Identify <u>two</u> formal powers of the president.** Award 1 mark for each relevant point AO1 Knowledge and understanding Indicative content: • power to act as commander-in-chief • power to veto legislation • power to issue executive orders • power to make appointments • power to grant pardons Credit should **not** be given to identifying informal powers Accept any other valid responses.	**2**
3	**Describe <u>two</u> ways that the Senate can use its exclusive powers.** For each point: Award 1 mark for relevant identification Award a second mark for description in context AO1 Knowledge and understanding Indicative content: • The Senate acts as the jury and the judge during an impeachment case brought by the House of Representatives (1) and can remove a civil officer with a 2/3 vote (1). • The Senate can also use its power of “advice and consent” (1). This means that it can confirm executive appointments/the appointments of the president (1). Responses may also include: • ratify treaties Accept any other valid responses.	**4**

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Question	Answer	Marks
4	**Explain <u>two</u> ways that the critiques of monarchy influenced the American Revolution.** Use Table A to mark candidate responses to this question. AO1 Knowledge and understanding out of 4 marks AO2 Analysis out of 4 marks Indicative content: • The critique that monarchy has the tendency to violate the natural rights of the people influenced the American Revolution. Many colonists, like Thomas Paine and George Mason, agreed with the Enlightenment ideal that individuals were born with rights that a government could not interfere with. When the king violated many of these rights, they used their critique of monarchy to justify their choice to revolt. • The critique that the principle of inherited monarchy violates natural law influenced the revolution. Numerous colonists believed, as Paine did, that rulers should be chosen by their subjects. They argued that the royal tradition of inheriting power contradicted the popular Enlightenment idea that the people should give their permission to be ruled. • The critique that monarchs should not have absolute power motivated the revolutionaries' desire to create a more democratic system. Various essays published by revolutionaries highlight this as a main reason to justify pleas for independence. • The thought that monarchies can be corrupt encouraged the revolutionaries to seek a more transparent form of government. These beliefs motivated revolutionaries to publish essays which proposed that the new nation should have forms of government that limit this kind of corruption. Accept any other valid responses.	**8**

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Question	Answer	Marks
5(a)	**Explain how both judicial restraint and judicial activism are each used to interpret the Constitution.** Use Table A to mark candidate responses to this question. AO1 Knowledge and understanding out of 4 marks AO2 Analysis out of 4 marks Indicative content: Judicial restraint: • Respects the doctrine of *stare decisis*. Using this philosophy to interpret the constitution requires justices to follow the rulings of previous justices who ruled on the same question. • Requires belief in the strict separation of powers. Justices who follow this philosophy believe that judges should respect the lawful decisions made by Congress and the President. • Seeks narrow rulings. Following the philosophy of judicial restraint asks judges to avoid making sweeping decisions that impact jurisdictions outside of the case they are ruling on. • Relies on the text of the Constitution for guidance. Many judges that follow judicial restraint believe that they are bound to the text of the Constitution as written and avoid making rulings that deviate from it. Judicial activism: • Relies on a "loose" interpretation of the Constitution. Activist judges believe in a "living" Constitution that must adapt to changing social norms. As a result, they believe that they should also rule to match these norms. • Believes justices can influence policy with their decisions. Justices who follow the philosophy of judicial activism interpret the Constitution to create policy or directly spur congressional action. • Rejects the doctrine of *stare decisis*. Activist justices do not feel bound to interpret the Constitution in the way that previous justices did, especially if they feel that times have changed or that those previous cases were incorrectly decided. • Accepts considerations of civil rights and social justice in rulings. Activist justices point to their faith in the "living" Constitution as justification for ruling with the specific aim of righting historical wrongs or achieving broader goals of social justice. Accept any other valid responses.	**8**

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Question	Answer	Marks
5(b)	**"The most important power of the courts in protecting individual rights is the ability to issue writs of *habeas corpus*." How far do you agree with this view?** Use Table B to mark candidate responses to this question. AO1 Knowledge and understanding out of 4 marks AO3 Evaluation out of 6 marks Indicative content: Support: • The protection of individual rights that writs of *habeas corpus* protect are foundational benefits of citizenship. • The ability to rule on writs of *habeas corpus* offers more immediate and personal protection to individual citizens than other judicial powers. • It provides protection for a range of individuals – citizens, immigrants, and travelers. Challenge: • The power to issue writs of *habeas corpus* is a limited feature of judicial review. The power to rule on writs of *habeas corpus* cannot be considered the most significant if Congress can suspend parts of it during rebellions or foreign invasions as stated in the Constitution, though this has only been put into practice four times since 1787. • The power to interpret laws is relevant to every aspect of the functioning of government and the individual rights of citizens in ways that do not apply to any considerations of *habeas corpus* rights. This power is also needed to be able to evaluate writs. Accept any other valid responses.	**10**

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Question	Answer	Marks
6(a)	**Identify <u>two</u> powers that the author claims should be exercised in the hands of a few. Use the extract in your answer.** Award 1 mark for each relevant point AO2 Analysis Indicative content: • the command of all the troops and navy of the republic • the appointment of officers • the power of pardoning offences • the collecting of all the public revenues • the power of expending public revenues.	**2**
6(b)	**Summarize <u>two</u> difficulties that the author claims would be caused by the size of the republic. Use the extract in your answer.** For each point: Award 1 mark for relevant identification Award a second mark for description in context AO2 Analysis Indicative content: • There would be difficulties with the legislature because the country would be too big (1). Because the country was so large and varied the legislature didn't have time to pass laws to meet the needs of each region (1). • Another difficulty is that the executive cannot be controlled in such a large country (1). The executive would misuse power for their own purposes such as to increase their control over the people (1). Responses may also include: • There are too many needs in a large country for one legislature to address. • The people may not trust their leaders because their leaders live too far from them. • A large country often leads to the concentration of power in the hands of few politicians. Accept any other valid responses.	**4**

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Question	Answer	Marks
6(c)	**To what extent are arguments against a stronger federal government justified? Use *Brutus* No. 1 and your own knowledge to support your answer.** Use Table B to mark candidate responses to this question. AO1 Knowledge and understanding out of 4 marks AO3 Evaluation out of 6 marks Indicative content: Support: • While Brutus fears that the federal government may consolidate power, anti-federalists like Brutus did believe that a stronger federal government is justified to defend the states from internal and external threats. • A stronger federal government is justified because weak federal governments have difficulty accomplishing basic tasks like taxation and internal improvements. Brutus is concerned about the loss of state sovereignty if the government gains power. This is a fair concern, but it does not mean that a stronger government cannot be justified to ensure that the nation is funded and in functioning order. • Brutus is concerned about a federal judiciary overriding state laws as a reason to avoid stronger federal governments. It is important, however, that the federal government can decide what is best for the entire country, and not just for one state. Challenge: • Like Brutus argues, a stronger federal government has the potential to consolidate too much power and abuse it. Even the potential of this is undesirable because governments that abuse their power become tyrannical. • A stronger federal government may threaten state sovereignty by taking powers they had prior to the Constitution. Brutus makes a similar point. The American system has a tradition of strong state governments that helps guarantee that the federal government cannot be the sole form of authority. State governments have a better understanding of what local citizens need. • Arguments against a stronger government are not justified because it requires the people to fight harder to preserve their individual and collective rights. This was one reason for Brutus' support for a Bill of Rights – that the proposed government was too strong and needed to be reformed. Accept any other valid responses.	**10**

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