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1 Introduction

Why choose Edexcel A Level Politics?

We've listened to feedback from all parts of the politics subject community, including higher education. We've used this opportunity of curriculum change to redesign qualifications so that they reflect the demands of a truly modern and evolving political environment in the UK and around the world – qualifications that enable your students to apply themselves and which give them the skills to succeed. At AS Level, students will study UK politics and UK government, which will give them a set of core knowledge and understanding of politics. Students will then develop this knowledge and understanding at A Level, and study three core political ideas and another from a choice of five. They then have the choice to study either the government and politics of the USA or global politics.

Familiar specification within a clear and coherent structure

Our new specification is familiar and manageable, but with new components introduced in a straightforward structure. Each topic in our qualification is fully detailed, providing you with the full range of breadth and depth to teach.

A wide range of engaging and contemporary issues

Our qualification includes a broad range of relevant and contemporary ideas, institutions, processes and issues to support learning about politics.

Clear assessments for students of all abilities

Assessments will develop students' skills in critical thinking and analysis, using a variety of question types, sources and materials.

Free topic-specific resources

We will provide teacher and student guides for all the content, including the new content on political thinkers and their ideas, and approaches to comparative politics.

AS and A Level qualifications that are co-teachable

Co-teaching AS and A Level provides flexibility for you and your students. Centres co-teaching AS and A Level can deliver the UK politics and UK government content in the first year, allowing students to be entered for the AS at the end of year.

Supporting you in planning and implementing this qualification

Planning

- Our **Getting Started Guide** gives you an overview of the new AS and A Level qualifications to help you to get to grips with the changes to content and assessment, and to help you understand what these changes mean for you and your students.
- We will give you editable **course planners** and **schemes of work**, which you can adapt to suit your department.
- **Our mapping documents** highlight key differences between the new and the 2008 qualifications.

Teaching and learning

There will be lots of free teaching and learning materials and support to help you deliver the new qualifications, including:

- suggested resource lists for each component
- a student learning and revision guide
- materials for your options evenings
- a new, more detailed Getting Started guide, including topic-specific guides with information on each of the political ideas and their thinkers, and support and literature to help teaching and learning on the comparative theories for the A Level options
- a free bridging unit to give students 'An Introduction to Politics' on their move from GCSE to AS/A Level.

Preparing for exams

We will also provide a range of resources to help you prepare your students for the assessments, including:

- additional assessment materials to support formative assessments and mock exams
- marked exemplars of student work with examiner commentaries.

ResultsPlus

ResultsPlus provides the most detailed analysis available of your students' exam performance. It can help you identify the topics and skills where further learning would benefit your students.

Get help and support

Our subject advisor service and online community will ensure you receive help and guidance from us and that you can share ideas and information with other teachers. You can sign up to receive e-newsletters to keep up to date with qualification updates and product and service news.

Learn more at qualifications.pearson.com

Qualification at a glance

Content and assessment overview

The Pearson Edexcel Level 3 Advanced GCE in Politics consists of three externally-examined papers.

Students must complete all assessment in May/June in any single year.

| |
|--|
| Component 1: UK Politics (*Component code: 9PL0/01) |
| Written examination: 2 hours 33⅓% of the qualification 84 marks |
| Content overview 1. Political Participation, students will study: <ul style="list-style-type: none">• democracy and participation, political parties, electoral systems, voting behaviour and the media. 2. Core Political Ideas, students will study: <ul style="list-style-type: none">• conservatism, liberalism, socialism. |
| Assessment overview Section A: Political Participation One 30-mark question from a choice of two (each question uses a source) – students must complete one of these. Plus one 30-mark question from a choice of two – students must complete one of these. All questions assess AO1, AO2 and AO3. Section B: Core Political Ideas One 24-mark question from a choice of two, which assesses AO1, AO2 and AO3. |
| Component 2: UK Government (*Component code: 9PL0/02) |
| Written examination: 2 hours 33⅓% of the qualification 84 marks |
| Content overview 1. UK Government, students will study: <ul style="list-style-type: none">• the constitution, parliament, Prime Minister and executive, relationships between the branches. 2. Non-core political ideas, students will study: <ul style="list-style-type: none">• one idea from the following: anarchism, ecologism, feminism, multiculturalism, nationalism. |
| Assessment overview Section A: UK Government <ul style="list-style-type: none">• One 30-mark question from a choice of two (each question uses a source) – students must complete one of these. Plus one 30-mark question from a choice of two – students must complete one of these.• All questions assess AO1, AO2 and AO3. Section B: Non-core Political Ideas <ul style="list-style-type: none">• One 24-mark question from a choice of two, which assesses AO1, AO2 and AO3. |

Component 3: Comparative Politics (*Component code: 9PL0/3A or 3B)

Written examination: 2 hours

33⅓% of the qualification

84 marks

Students study either USA (9PL0/3A) or Global (9PL0/3B)

Content overview

For USA (3A), students will study:

- the US Constitution and federalism, US Congress, US presidency, US Supreme Court and civil rights, democracy and participation, comparative theories.

OR

For Global (3B) students will study:

- sovereignty and globalisation, global governance: political and economic, global governance: human rights and environmental, power and developments, regionalism and the European Union, comparative theories.

Assessment overview for 3A and 3B

Section A

- One 12-mark question from a choice of two, which assesses AO1 and AO2.

Section B

- One compulsory 12-mark question focused on comparative theories, which assesses AO1 and AO2.

Section C

- Two 30-mark questions from a choice of three, which assess AO1, AO2 and AO3.

*See *Appendix 6: Codes* for a description of this code and all other codes relevant to this qualification.

2 Subject content and assessment information

Qualification aims and objectives

The aims and objectives of this qualification are to enable students to:

- develop knowledge and an informed understanding of contemporary political structures and issues in their historical context, both within the United Kingdom (UK) and globally
- develop a critical awareness of the changing nature of politics and the relationships between political ideas, institutions and processes
- develop knowledge and an informed understanding of the influences and interests which have an impact on decisions in government and politics
- develop knowledge and an informed understanding of the rights and responsibilities of individuals and groups
- develop the ability to critically analyse, interpret and evaluate political information to form arguments and make judgements
- develop an interest in, and engagement with, contemporary politics.

Component 1: UK Politics and Core Political Ideas

There are two compulsory sections to this component: UK Politics and Core Political Ideas.

UK Politics

This section explores the nature of politics and how people engage in the political process in the UK.

Students will investigate in detail how people and politics interact. They will explore the emergence and development of the UK's democratic system and the similarities, differences, connections and parallels between direct and indirect democracy. They will focus on the role and scope of political parties that are so central to contemporary politics, including the significance of the manifestos they publish at election time and their relevance to the mandate of the resulting government.

This section allows students to understand the individual in the political process and their relationship with the state and their fellow citizens. Students will examine how electoral systems in the UK operate and how individuals and groups are influenced in their voting behaviour and political actions. This component will further examine the role of the media in contemporary politics. It will also give students an understanding of voting patterns and voting behaviour.

There are four content areas in UK Politics:

1. Democracy and participation
2. Political parties
3. Electoral systems
4. Voting behaviour and the media.

Core Political Ideas

This section allows students to explore the three traditional political ideas of conservatism, liberalism and socialism. Students will learn about the core ideas and principles and how they apply in practice to human nature, the state, society and the economy, the divisions within each idea and their key thinkers.

There are three content areas in Core Political Ideas:

1. Liberalism
2. Conservatism
3. Socialism.

Skills

- Students must comprehend and interpret political information in relation to areas of UK politics and core political ideas.
- Students must fully understand, and critically analyse and evaluate areas of UK politics and core political ideas.
- Students must identify parallels, connections, similarities and differences between content studied, providing a basis for comparing the UK with the USA and appreciating the UK's position in global politics.
- Students must construct and communicate arguments and explanations with relevance, clarity and coherence, and draw reasoned conclusions about UK politics and core political ideas.
- Students must develop knowledge and understanding of key political concepts. The content supports these skills by presenting the main content for learning in the right-hand side of the content tables.
- Students must use appropriate vocabulary. The content supports this skill by listing key terminology in each content area in the left-hand side of the content table. The lists are to support teaching of the main content and help students to use appropriate vocabulary in assessment. Students should, therefore, familiarise themselves with the definitions of key terminology for each section, please also see *Appendix 2: Key terminology glossary*.

UK Politics content

| Subject content | Students should gain knowledge and understanding of: |
|--|--|
| <p>1 Democracy and participation</p> <p><i>Key terminology</i></p> <p>Legitimacy</p> <p>Direct democracy</p> <p>Representative democracy</p> <p>Pluralist democracy</p> <p>Democratic deficit</p> <p>Participation crisis</p> <p>Franchise/suffrage</p> <p>Think tanks</p> <p>Lobbyists</p> | <p>1.1 Current systems of representative democracy and direct democracy.</p> <ul style="list-style-type: none"> • The features of direct democracy and representative democracy. • The similarities and differences between direct democracy and representative democracy. <p>Advantages and disadvantages of direct democracy and representative democracy and consideration of the case for reform.</p> <hr/> <p>1.2 A wider franchise and debates over suffrage.</p> <ul style="list-style-type: none"> • Key milestones in the widening of the franchise in relation to class, gender, ethnicity and age, including the 1832 Great Reform Act and the 1918, 1928 and 1969 Representation of the People Acts. • The work of the suffragists/suffragettes to extend the franchise. <p>The work of a current movement to extend the franchise.</p> <hr/> <p>1.3 Pressure groups and other influences.</p> <ul style="list-style-type: none"> • How different pressure groups exert influence and how their methods and influence vary in contemporary politics. • Case studies of two different pressure groups, highlighting examples of how their methods and influence vary. • Other collective organisations and groups including think tanks, lobbyists and corporations, and their influence on government and Parliament. <hr/> <p>1.4 Rights in context.</p> <ul style="list-style-type: none"> • Major milestones in their development, including the significance of Magna Carta and more recent developments, including the Human Rights Act 1998 and Equality Act 2010. • Debates on the extent, limits and tensions within the UK's rights-based culture, including consideration of how individual and collective right may conflict, the contributions from civil liberties pressure groups – including the work of two contemporary civil liberties pressure groups. |

| Subject content | Students should gain knowledge and understanding of: |
|--|--|
| <p>2 Political parties</p> <p><i>Key terminology</i></p> <p>Old Labour (social democracy)</p> <p>New Labour (Third Way)</p> <p>One Nation</p> <p>New Right</p> <p>Classical liberals</p> <p>Modern liberals</p> <p>Party systems</p> <p>Left-wing</p> <p>Right-wing</p> | <p>2.1 Political parties.</p> <ul style="list-style-type: none"> • The functions and features of political parties in the UK's representative democracy. • How parties are currently funded and debates on the consequences of the current funding system. <p>2.2 Established political parties.</p> <ul style="list-style-type: none"> • The origins and historical development of the Conservative Party, the Labour Party and Liberal Democrat Party, and how this has shaped their ideas and current policies on the economy, law and order, welfare and foreign affairs. <p>2.3 Emerging and minor UK political parties.</p> <ul style="list-style-type: none"> • The importance of other parties in the UK. • The ideas and policies of two other minor parties. <p>2.4 UK political parties in context.</p> <ul style="list-style-type: none"> • The development of a multi-party system and its implications for government. • Various factors that affect party success – explanations of why political parties have succeeded or failed, including debates on the influence of the media. |

| Subject content | Students should gain knowledge and understanding of: |
|---|--|
| <p>3 Electoral systems</p> <p><i>Key terminology</i></p> <p>First-past-the-post (FPTP)</p> <p>Additional Member System (AMS)</p> <p>Single Transferable Vote (STV)</p> <p>Supplementary Vote (SV)</p> <p>Safe seat</p> <p>Marginal seat</p> <p>Minority government</p> <p>Coalition government</p> | <p>3.1 Different electoral systems.</p> <ul style="list-style-type: none"> • First-past-the-post (FPTP), Additional Member System (AMS), Single Transferable Vote (STV), and Supplementary Vote (SV). • The advantages and disadvantages of these different systems. • Comparison of first-past-the-post (FPTP) to a different electoral system in a devolved parliament/assembly. <p>3.2 Referendums and how they are used.</p> <ul style="list-style-type: none"> • How referendums have been used in the UK and their impact on UK political life since 1997. • The case for and against referendums in a representative democracy. <p>3.3 Electoral system analysis.</p> <ul style="list-style-type: none"> • Debates on why different electoral systems are used in the UK. • The impact of the electoral system on the government or type of government appointed. • The impact of different systems on party representation and of electoral systems on voter choice. |

| Subject content | Students should gain knowledge and understanding of: |
|---|---|
| <p>4 Voting behaviour and the media</p> <p><i>Key terminology</i></p> <p>Class dealignment</p> <p>Partisan dealignment</p> <p>Governing competency</p> <p>Disillusion and apathy</p> <p>Manifesto</p> <p>Mandate</p> | <p>4.1 Case studies of three key general elections.</p> <ul style="list-style-type: none"> • Case studies of three elections (one from the period 1945–92, the 1997 election, and one since 1997), the results and their impact on parties and government. • The factors that explain the outcomes of these elections, including: <ul style="list-style-type: none"> o the reasons for and impact of party policies and manifestos, techniques used in their election campaigns, and the wider political context of the elections o class-based voting and other factors influencing voting patterns, such as partisanship and voting attachment o gender, age, ethnicity and region as factors in influencing voting behaviour, turnout and trends. • Analysis of the national voting-behaviour patterns for these elections, revealed by national data sources and how and why they vary. <p>4.2 The influence of the media.</p> <ul style="list-style-type: none"> • The Assessment of the role and impact of the media on politics – both during and between key general elections, including the importance and relevance of opinion polls, media bias and persuasion. |

Definitions of key terminology are given in *Appendix 2: Key terminology glossary*.

Core Political Ideas content

Conservatism

Conservatism seeks to conserve society as it is and is suspicious of change. Conservatism values pragmatism over ideological thinking, seeking to adapt its values over time, according to changes in society. However, new right thinking within conservatism in the 1970s and 1980s challenged much of what conservatism had traditionally stood for.

There are three content areas:

1. Conservatism: core ideas and principles
2. Differing views and tensions within conservatism
3. Conservative thinkers and their ideas.

| Subject content | Students should gain knowledge and understanding of: |
|---|---|
| <p>1 Conservatism: core ideas and principles</p> <p style="background-color: #cccccc;"><i>Key terminology</i></p> <p>Hierarchy</p> <p>Authority</p> <p>Change to conserve</p> <p>Atomism</p> | <p>Core ideas and principles of conservatism and how they relate to human nature, the state, society and the economy:</p> <ul style="list-style-type: none"> • pragmatism – flexible approach to society with decisions made on the basis of what works – to cover links between pragmatism and traditional conservative and one-nation philosophy • tradition – accumulated wisdom of past societies and a connection between the generations – to cover how this creates stability, links with organic change, and enhances humans’ security • human imperfection – humans are flawed which makes them incapable of making good decisions for themselves – to cover the three aspects of psychological, moral and intellectual imperfection • organic society/state – society/state is more important than any individual parts – to cover how this links to the underpinning of the beliefs of authority and hierarchy, and a cohesive society • paternalism – benign power exerted from above by the state, that governs in the interests of the people – to cover the different interpretations by traditional (an authoritarian approach, the state knows what is best so the people must do what they are told) and one-nation conservatives (there is an obligation on the wealthy to look after those who are unable to look after themselves) and why it is rejected by New Right Conservatives • libertarianism (specifically neo-liberalism) – upholds liberty, seeking to maximise autonomy and free choice, mainly in the economy – to cover the moral and economic values associated with this idea. |

| Subject content | Students should gain knowledge and understanding of: |
|---|--|
| <p>2 Differing views and tensions within conservatism</p> <p><i>Key terminology</i></p> <p>Noblesse oblige</p> <p>Anti-permissiveness</p> <p>Radical</p> <p>Human imperfection</p> | <p>The differing views and tensions within conservatism:</p> <ul style="list-style-type: none"> • traditional conservative – commitment to hierarchical and paternalistic values • one-nation conservative – updating of traditional conservatism in response to the emergence of capitalism • New Right – the marriage of neo-liberal and neo-conservative ideas and include: <ul style="list-style-type: none"> o neo-liberal: principally concerned with free-market economics and atomistic individualism o neo-conservative: principally concerned with the fear of social fragmentation, tough on law and order and public morality. |

Please note that content area 3 should focus on the key ideas given, rather than on the study of biographical information on each thinker.

| Subject content | Students should gain knowledge and understanding of: |
|--|--|
| <p>3 Conservative thinkers and their ideas</p> <p><i>Key terminology</i></p> <p>Laissez-faire</p> <p>Empiricism</p> | <p>The key ideas of the following thinkers to exemplify the content from areas 1 and 2:</p> <p>Thomas Hobbes (1588–1679)</p> <ul style="list-style-type: none"> • Order – an ordered society should balance the human need to lead a free life. • Human nature – humans are needy, vulnerable and easily led astray in attempts to understand the world around them. <p>Edmund Burke (1729–1797)</p> <ul style="list-style-type: none"> • Change – political change should be undertaken with great caution and organically. • Tradition and empiricism – practices passed down for generations should be respected. <p>Michael Oakeshott (1901–1990)</p> <ul style="list-style-type: none"> • Human imperfection – suggestion that society is unpredictable and humans are imperfect. • Pragmatism – belief that conservatism is about being pragmatic. <p>Ayn Rand (1905–1982)</p> <ul style="list-style-type: none"> • Objectivism – this advocates the virtues of rational self-interest. • Freedom – this supports a pure, laissez-faire capitalist economy. <p>Robert Nozick (1938–2002)</p> <ul style="list-style-type: none"> • Libertarianism – based on Kant’s idea that individuals in society cannot be treated as a thing, or used against their will as a resource. • Self-ownership – individuals own their bodies, talents, abilities and labour. |

Please note that content area 3 should focus on the key ideas given, rather than on the study of detailed biographical information on each thinker. Key terminology is not exclusive to the given content area and they apply across all three content areas. Definitions of key terminology are given in *Appendix 2: Key terminology glossary*.

Liberalism

Liberalism is seen essentially as a product of The Enlightenment as it recognises that humans are rational creatures capable of understanding the world and making decisions for themselves. The defining feature of liberalism is its belief in individualism and freedom.

There are three content areas:

1. Liberalism: core ideas and principles
2. Differing views and tensions within liberalism
3. Liberal thinkers and their ideas.

| Subject content | Students should gain knowledge and understanding of: |
|---|---|
| <p>1 Liberalism: core ideas and principles</p> <p><i>Key terminology</i></p> <p>Foundational equality</p> <p>Formal equality</p> <p>Equality of opportunity</p> <p>Social contract</p> <p>Meritocracy</p> <p>Mechanistic theory</p> <p>Tolerance</p> <p>Limited government</p> | <p>Core ideas and principles of liberalism and how they relate to human nature, the state, society and the economy:</p> <ul style="list-style-type: none"> • individualism – the primacy of the individual in society over any group – to cover egoistical individualism and developmental individualism • freedom/liberty – the ability and right to make decisions in your own interests based on your view of human nature – to cover how liberals guarantee individual freedom, the link between freedom and individualism, that freedom is ‘under the law’ • state – it is ‘necessary’ to avoid disorder, but ‘evil’ as it has potential to remove individual liberty, thus should be limited; this is linked to the liberal view of the economy • rationalism – the belief that humans are rational creatures, capable of reason and logic – to cover how rationalism underpins an individual’s ability to define their own best interests and make their own moral choices, creating a progressive society • equality/social justice – the belief that individuals are of equal value and that they should be treated impartially and fairly by society – to cover foundational and formal equality, and equality of opportunity • liberal democracy – a democracy that balances the will of the people, as shown through elections, with limited government (state) and a respect for civil liberties in society – to cover why liberals support it as well as why they are concerned about it. |

| Subject content | Students should gain knowledge and understanding of: |
|---|---|
| <p>2 Differing views and tensions within liberalism</p> <p><i>Key terminology</i></p> <p>Egoistical individualism</p> <p>Developmental individualism</p> <p>Negative freedom</p> <p>Positive freedom</p> <p>Laissez-faire capitalism</p> <p>Keynesianism</p> | <p>The differing views and tensions within liberalism:</p> <ul style="list-style-type: none"> • classical liberalism – early liberals who believed that individual freedom would best be achieved with the state playing a minimal role • modern liberalism – emerged as a reaction against free-market capitalism, believing this had led to many individuals not being free. Freedom could no longer simply be defined as 'being left alone'. |

Please note that content area 3 should focus on the key ideas given, rather than on the study of detailed biographical information on each thinker.

| Subject content | Students should gain knowledge and understanding of: |
|---|--|
| <p>3 Liberal thinkers and their ideas</p> <p><i>Key terminology</i></p> <p>Harm principle</p> <p>Minimal state</p> <p>Enabling state</p> | <p>The key ideas of the following thinkers to exemplify the content from areas 1 and 2:</p> <p>John Locke (1632-1704)</p> <ul style="list-style-type: none"> • Social contract theory – society, state and government are based on a theoretical voluntary agreement. • Limited government – that government should be limited and based on consent from below. <p>Mary Wollstonecraft (1759–97)</p> <ul style="list-style-type: none"> • Reason – women are rational and independent beings capable of reason. • Formal equality – in order to be free, women should enjoy full civil liberties and be allowed to have a career. <p>John Stuart Mill (1806-73)</p> <ul style="list-style-type: none"> • Harm principle – that individuals should be free to do anything except harm other individuals. • Tolerance – belief that the popularity of a view does not necessarily make it correct. <p>John Rawls (1921-2002)</p> <ul style="list-style-type: none"> • Theory of justice – opinion that society must be just and guarantee each citizen a life worth living. • The veil of ignorance – a hypothetical scenario where individuals agree on the type of society they want from a position where they lack knowledge of their own position in society. <p>Betty Friedan (1921-2006)</p> <ul style="list-style-type: none"> • Legal equality – women are as capable as men and that oppressive laws and social views must be overturned. • Equal opportunity – women are being held back from their potential because of the limited number of jobs that are ‘acceptable’ for women. |

Please note that key terminology is not exclusive to the given content area and applies across all three content areas. Definitions of key terminology are given in *Appendix 2: Key terminology glossary*.

Socialism

Socialism is defined by its opposition to capitalism. It aims to provide a clear alternative that is more humane and based on collectivism not individualism, co-operation not competition and social equality not inequality. There is a wide variety of traditions within socialism, with the goal of abolishing or minimising class division.

There are three content areas:

1. Socialism: core ideas and principles
2. Differing views and tensions within socialism
3. Socialist thinkers and their ideas.

| Subject content | Students should gain knowledge and understanding of: |
|---|---|
| <p>1 Socialism: core ideas and principles</p> <p style="background-color: #cccccc;"><i>Key terminology</i></p> <p>Fraternity</p> <p>Cooperation</p> <p>Capitalism</p> <p>Common ownership</p> <p>Communism</p> | <p>Core ideas and principles of socialism and how they relate to human nature, the state, society and the economy:</p> <ul style="list-style-type: none"> • collectivism – to cover how collective human effort is both of greater practical value to the economy and moral value to society than the effort of individuals • common humanity – to cover the nature of humans as social creatures with a tendency to co-operation, sociability and rationality, and how the individual cannot be understood without reference to society, as human behaviour is socially determined • equality – is a fundamental value of socialism – to cover the disagreements among socialists about the nature of equality and how it is critical to the state, society, the economy and human nature • social class – a group of people in society who have the same socioeconomic status – to cover the extent to which class impacts on socialists’ views of society, the state and the economy • workers’ control – to cover the importance and the extent of control over the economy and/or state and how it is to be achieved. |

| Subject content | Students should gain knowledge and understanding of: |
|--|--|
| <p>2 Differing views and tensions within socialism</p> <p style="background-color: #cccccc;"><i>Key terminology</i></p> <p>Evolutionary socialism</p> <p>Marxism</p> <p>Revisionism</p> <p>Social justice</p> | <p>The differing views and tensions within socialism:</p> <ul style="list-style-type: none"> • revolutionary socialism – socialism can be brought about only by the overthrow of the existing political and societal structures • social democracy – an ideological view that wishes to humanise capitalism in the interests of social justice • Third Way – a middle-ground alternative route to socialism and free-market capitalism. |

Please note that content area 3 should focus on the key ideas given, rather than on the study of detailed biographical information on each thinker.

| Subject content | Students should gain knowledge and understanding of: |
|---|---|
| <p>3 Socialist thinkers and their ideas</p> <p>Key terminology</p> <p>Class consciousness</p> <p>Historical materialism</p> <p>Dialectic</p> <p>Keynesian economics</p> | <p>The key ideas of the following thinkers to exemplify the content from areas 1 and 2:</p> <p>Karl Marx (1818–83) and Friedrich Engels (1820–95)</p> <ul style="list-style-type: none"> • The centrality of social class – the ideas of historical materialism, dialectic change and revolutionary class consciousness. • Humans as social beings – how nature is socially determined and how true common humanity can be expressed only under communism. <p>Beatrice Webb (1858–1943)</p> <ul style="list-style-type: none"> • ‘The inevitability of gradualness’ – the gradualist parliamentary strategy for achieving evolutionary socialism. • The expansion of the state – that this, and not the overthrow of the state, is critical in delivering socialism. <p>Rosa Luxemburg (1871–1919)</p> <ul style="list-style-type: none"> • Evolutionary socialism and revisionism – this is not possible as capitalism is based on an economic relationship of exploitation. • Struggle by the proletariat for reform and democracy – this creates the class consciousness necessary for the overthrow of the capitalist society and state. <p>Anthony Crosland (1918–77)</p> <ul style="list-style-type: none"> • The inherent contradictions in capitalism – does not drive social change and managed capitalism can deliver social justice and equality. • State-managed capitalism – includes the mixed economy, full employment and universal social benefits. <p>Anthony Giddens (1938–)</p> <ul style="list-style-type: none"> • The rejection of state intervention – acceptance of the free market in the economy, emphasis on equality of opportunity over equality, responsibility and community over class conflict. • The role of the state – is social investment in infrastructure and education not economic and social engineering. |

Please note that key terminology is not exclusive to the given content area and applies across all three content areas. Definitions of key terminology are given in *Appendix 2: Key terminology glossary*.

Assessment information

- First assessment: June 2019.
- The assessment is 2 hours.
- The assessment is out of 84 marks.
- The assessment consists of **two** sections:
 - o Section A – Political Participation: this section is worth 60 marks
Students answer one source question requiring comparative analysis from a choice of two and one essay question from a choice of two. AO1, AO2 and AO3 are assessed.
 - o Section B – Core Political Ideas: this section is worth 24 marks
Students have a choice of two questions and they answer one.
AO1, AO2 and AO3 are assessed.

These questions will focus on content areas 1 and 2 and require students to use the key ideas of thinkers (content area 3) in their answers. These questions will cover either one core political idea or two core political ideas (1 socialism, 1 liberalism).

No other materials, for example a calculator, are required for this paper.

Sources

AO2 and AO3 require students to study and respond to 'political information'. In this qualification, this is carried out through the questions in Section A that use a source. These sources will be a single written (text) source only or a single source that combines both text and data (pie chart, tables, simple graphs such as a bar chart), all related in some way to UK politics.

Sources will be selected to ensure that they give students opportunities to bring in their own knowledge and understanding, to engage in comparative analysis and to evaluate by making judgements and drawing conclusions.

For each source, information relating to the context of the source is provided.

This information will not be discretely assessed, however it is provided to help students to engage with the information provided in the source.

Sample assessment materials

A sample paper and mark scheme for this paper can be found in the *Pearson Edexcel Level 3 Advanced GCE in Politics Sample Assessment Materials (SAMs)* document.

Component 2: UK Government and Non-core Political Ideas

There are two sections within this component, UK Government and Political Ideas. Students study UK Government and one political idea from a choice of five from the Political Ideas section.

Overview

Politics is ultimately about people, but most political decisions are made by a branch of government whose roles and powers are determined by a set of rules: the constitution.

This component is fundamental to understanding the nature of UK government, since it enables students to understand where, how and by whom political decisions are made. The component also gives students a base of comparison to other political systems.

The component introduces students to the set of rules governing politics in the UK, the UK constitution, which is different in nature from most of the rest of the world. It further introduces students to the specific roles and powers of the different major branches of the government – legislative, executive, and judiciary – as well as the relationships and balance of power between them, and considers where sovereignty now lies within this system.

Students will explore the following key themes: the relative powers of the different branches of UK government; the extent to which the constitution has changed in recent years; the desirability of further change; and the current location of sovereignty within the UK political system.

UK Government

There are four content areas:

1. The constitution
2. Parliament
3. Prime Minister and executive
4. Relations between the branches.

Non-core Political Ideas

This section allows students to explore **one** of five additional political ideas. Students will learn about the core ideas and principles and how they apply in practice to human nature, the state, society and the economy, the divisions within each idea and their key thinkers.

The five non-core political ideas to choose from are:

1. Anarchism
2. Ecologism
3. Feminism
4. Multiculturalism
5. Nationalism.

Skills

- Students must comprehend and interpret political information in relation to areas of UK government and one non-core political idea.
- Students must fully understand, and critically analyse and evaluate areas of UK government and one non-core political idea.
- Students must identify parallels, connections, similarities and differences between content studied, providing a basis for comparing the UK with the USA and appreciating the UK's position in global politics.
- Students must construct and communicate arguments and explanations with relevance, clarity and coherence and draw reasoned conclusions about UK government and one non-core political idea.
- Students must develop knowledge and understanding of key political concepts. The content supports these skills by presenting the main content for learning in the right-hand side of the content tables.
- Students must use appropriate vocabulary. The content supports this skill by listing key terminology in each content area in the left-hand side of the content tables. The lists are to support teaching of the main content and help students to use appropriate vocabulary in assessment. Students should, therefore, familiarise themselves with the definitions of key terminology for each section, please also see *Appendix 2: Key terminology glossary*.

UK Government content

| Subject content | Students should gain knowledge and understanding of: |
|--|--|
| <p>1 The constitution</p> <p><i>Key terminology</i></p> <p>Constitution</p> <p>Unentrenched (entrenched)</p> <p>Uncodified (codified)</p> <p>Unitary (federal)</p> <p>Parliamentary sovereignty</p> <p>The rule of law</p> <p>Statute law</p> <p>Common law</p> <p>Conventions</p> <p>Authoritative works</p> <p>Treaties</p> <p>Devolution</p> | <p>1.1 The nature and sources of the UK Constitution, including:</p> <ul style="list-style-type: none"> • an overview of the development of the Constitution through key historical documents: <ul style="list-style-type: none"> ◦ Magna Carta (1215); Bill of Rights (1689); Act of Settlement (1701); Acts of Union (1707); Parliament Acts (1911 and 1949) • the nature of the UK Constitution: unentrenched, uncodified and unitary, and the ‘twin pillars’ of parliamentary sovereignty and the rule of law • the five main sources of the UK Constitution: statute law; common law; conventions; authoritative works, and treaties. <p>1.2 How the constitution has changed since 1997.</p> <ul style="list-style-type: none"> • Under Labour 1997–2010: House of Lords reforms, electoral reform; devolution; Human Rights Act 1998; and the Supreme Court. • Under the Coalition 2010–15: Fixed Term Parliaments, Act 2011; further devolution to Wales. • Any major reforms undertaken by governments since 2015, including further devolution to Scotland (in the context of the Scottish Referendum). <p>1.3 The role and powers of devolved bodies in the UK, and the impact of this devolution on the UK.</p> <ul style="list-style-type: none"> • Devolution in England. • Scottish Parliament and Government. • Welsh Assembly and Government. • Northern Ireland Assembly and Executive. <p>1.4 Debates on further reform.</p> <ul style="list-style-type: none"> • An overview of the extent to which the individual reforms since 1997 listed in section 1.2 above should be taken further. • The extent to which devolution should be extended in England. • Whether the UK constitution should be changed to be entrenched and codified, including a bill of rights. |

| Subject content | Students should gain knowledge and understanding of: |
|--|--|
| <p>2 Parliament</p> <p><i>Key terminology</i></p> <p>Parliament</p> <p>House of Commons</p> <p>House of Lords</p> <p>Confidence and supply</p> <p>Salisbury Convention</p> <p>Parliamentary privilege</p> <p>Legislative bills</p> <p>Public bill committees</p> <p>Backbenchers</p> <p>Select committees</p> <p>Opposition</p> | <p>2.1 The structure and role of the House of Commons and House of Lords.</p> <ul style="list-style-type: none"> • The selection of members of the House of Commons and House of Lords, including the different types of Peers. • The main functions of the House of Commons and House of Lords and the extent to which these functions are fulfilled. <p>2.2 The comparative powers of the House of Commons and House of Lords.</p> <ul style="list-style-type: none"> • The exclusive powers of the House of Commons. • The main powers of the House of Lords. • Debates about the relative power of the two Houses. <p>2.3 The legislative process.</p> <ul style="list-style-type: none"> • The different stages a bill must go through to become law. • The interaction between the Commons and the Lords during the legislative process, including the Salisbury Convention. <p>2.4 The ways in which Parliament interacts with the Executive.</p> <ul style="list-style-type: none"> • The role and significance of backbenchers in both Houses, including the importance of parliamentary privilege. • The work of select committees. • The role and significance of the opposition. • The purpose and nature of ministerial question time, including Prime Minister's Questions. |

| Subject content | Students should gain knowledge and understanding of: |
|--|--|
| <p>3 Prime Minister and Executive</p> <p><i>Key terminology</i></p> <p>Executive</p> <p>Cabinet</p> <p>Minister</p> <p>Government department</p> <p>Royal prerogative</p> <p>Secondary legislation</p> <p>Individual responsibility</p> <p>Collective responsibility</p> <p>Presidential government</p> | <p>3.1 The structure, role, and powers of the Executive.</p> <ul style="list-style-type: none"> • Its structure, including Prime Minister, the Cabinet, junior ministers and government departments. • Its main roles, including proposing legislation, proposing a budget, and making policy decisions within laws and budget. • The main powers of the Executive, including Royal Prerogative powers, initiation of legislation and secondary legislative power. <p>3.2 The concept of ministerial responsibility.</p> <ul style="list-style-type: none"> • The concept of individual ministerial responsibility. • The concept of collective ministerial responsibility. <p>3.3 The Prime Minister and the Cabinet.</p> <p>3.3.1 The power of the Prime Minister and the Cabinet.</p> <ul style="list-style-type: none"> • The factors governing the Prime Minister’s selection of ministers. • The factors that affect the relationship between the Cabinet and the Prime Minister, and the ways they have changed, and the balance of power between the Prime Minister and the Cabinet. <p>3.3.2 The powers of the Prime Minister and the Cabinet to dictate events and determine policy.</p> <ul style="list-style-type: none"> • Students must study the influence of one Prime Minister from 1945 to 1997 and one post-1997 Prime Minister. • Students may choose any pre-1997 and any post-1997 Prime Minister, provided that they study them in an equivalent level of detail, covering both events and policy, with examples that illustrate both control and a lack of control. |

| Subject content | Students should gain knowledge and understanding of: |
|--|--|
| <p>4 Relations between the branches</p> <p>Key terminology</p> <p>Supreme Court</p> <p>Judicial neutrality</p> <p>Judicial independence</p> <p>Judicial review</p> <p>Elective dictatorship</p> <p>European Union (EU)</p> <p>Four freedoms (EU)</p> <p>Legal sovereignty</p> <p>Political sovereignty</p> <p><i>Ultra vires</i></p> | <p>4.1 The Supreme Court and its interactions with, and influence over, the legislative and policy-making processes.</p> <ul style="list-style-type: none"> • The role and composition of the Supreme Court. • The key operating principles of the Supreme Court, including judicial neutrality and judicial independence and their extent. • The degree to which the Supreme Court influences both the Executive and Parliament, including the doctrine of <i>ultra vires</i> and judicial review. <p>4.2 The relationship between the Executive and Parliament.</p> <ul style="list-style-type: none"> • The influence and effectiveness of Parliament in holding the Executive to account. • The influence and effectiveness of the Executive in attempting to exercise dominance over Parliament. • The extent to which the balance of power between Parliament and the Executive has changed. <p>4.3 The aims, role and impact of the European Union (EU) on the UK government.</p> <ul style="list-style-type: none"> • The aims of the EU, including the 'four freedoms' of the single market, political and economic union, and the extent to which these have been achieved. • The impact of leaving the EU on UK Parliamentary sovereignty in relation to policy making. <p>4.4 The location of sovereignty in the UK political system.</p> <ul style="list-style-type: none"> • The distinction between legal sovereignty and political sovereignty. • The extent to which sovereignty has moved between different branches of government. • Where sovereignty can now be said to lie in the UK. |

Definitions of key terminology are given in *Appendix 2: Key terminology glossary*.

Non-core Political Ideas content

Anarchism option

Anarchism is an ideology which has at its heart the aim of liberating people from political domination and economic exploitation. Anarchism is defined by its rejection of the state and all forms of political authority.

There are three content areas for this option:

1. Anarchism: core ideas and principles
2. Different types of anarchism
3. Anarchist thinkers and their ideas.

| Subject content | Students should gain knowledge and understanding of: |
|--|--|
| <p>1 Anarchism: core ideas and principles</p> <p><i>Key terminology</i></p> <p>Power</p> <p>Authority</p> <p>Government</p> <p>State</p> <p>Altruism</p> <p>Autonomy</p> <p>Direct action</p> | <p>Core ideas and principles of anarchism and how they relate to human nature, the state, society and the economy:</p> <ul style="list-style-type: none"> • rejection of the state – the state is immoral as it rules by physical coercion and deceit, unjust in its defence of economic inequality and must be rejected due to its impact on human nature – to cover the arguments against the state, power and political participation and how the state can be overthrown • liberty – is incompatible with any form of political authority in the state, society or the economy and is critical to human nature – to cover the differing views of liberty and human nature within anarchism • anarchy is order – to cover how social order occurs naturally and spontaneously, emerging from human nature, and is the key to the belief in a peaceful, stable, stateless society • economic freedom – the economy should be a space where free individuals can manage their own affairs without state ownership or regulation – to cover the different criticisms of existing economic systems and different ways economic freedom can be achieved • utopian – to cover the operation and benefits of an idealised society in order to develop a critique of existing society and the criticisms levelled against anarchism as unachievable and unrealistic. |

| Subject content | Students should gain knowledge and understanding of: |
|--|--|
| <p>2 Different types of anarchism</p> <p><i>Key terminology</i></p> <p>Syndicalism</p> <p>Direct democracy</p> <p>Solidarity</p> <p>Mutualism</p> | <p>The different types of anarchism:</p> <ul style="list-style-type: none"> • collectivist anarchism – committed to common ownership to nurture rational, altruistic and cooperative human nature: <ul style="list-style-type: none"> ○ anarcho-communism ○ mutualism ○ anarcho-syndicalism • individualist anarchism – committed to freedom where rational, autonomous, competitive and self-interested individuals can make judgements in their own best interests: <ul style="list-style-type: none"> ○ anarcho-capitalism ○ egoism. |

Please note that content area 3 should focus on the key ideas given, rather than on the study of detailed biographical information on each thinker.

| Subject content | Students should gain knowledge and understanding of: |
|--|---|
| <p>3 Anarchist thinkers and their ideas</p> <p>Key terminology</p> <p>Collectivisation</p> <p>Mutual aid</p> <p>Insurrection</p> | <p>The key ideas of the following thinkers, to exemplify the content from areas 1 and 2:</p> <p>Max Stirner (1806-1856)</p> <ul style="list-style-type: none"> • The self-interested and rational individual – is the centre of the moral universe and the state. • The future society will be the Union of Egoists (anarchy is order) – this will be brought about by insurrection, not overthrow of the state. <p>Pierre-Joseph Proudhon (1809-1865)</p> <ul style="list-style-type: none"> • Opposition to private property and collectivism – private property limits liberty and economic freedom and should be replaced by mutualism. • The rejection and overthrow of the state – via peaceful means. <p>Mikhail Bakunin (1814-1876)</p> <ul style="list-style-type: none"> • Propaganda by the deed – this would spark revolution and the state must be abolished as power is oppressive. • Strong belief in human sociability – the need to abolish private property and replace it with collectivisation. <p>Peter Kropotkin (1842-1921)</p> <ul style="list-style-type: none"> • The scientific basis for mutual aid – allows human nature to flourish. • Revolution to abolish the state and private property – utopian vision of the future society where anarchy is order. <p>Emma Goldman (1869-1940)</p> <ul style="list-style-type: none"> • The state is a cold monster – it should be rejected as it is immoral. • All forms of political participation in the state and society are corrupting and futile – so revolution, not reform, is the only option. |

Please note that key terminology is not exclusive to the given content area and applies across all three content areas. Definitions of key terminology are given in *Appendix 2: Key terminology glossary*.

Ecologism option

Ecologism is a reaction against the process of industrialisation and urbanisation. It promotes sustainability and believes that a fulfilling existence needs to be based on a radical altering of our relationship with non-human nature and our social and political life.

There are three content areas for this option:

1. Ecologism: core ideas and principles
2. Different types of ecologism
3. Ecologist thinkers and their ideas.

| Subject content | Students should gain knowledge and understanding of: |
|---|--|
| <p>1 Ecologism: core ideas and principles</p> <p><i>Key terminology</i></p> <p>Industrialism</p> <p>Consumerism</p> <p>Sustainability</p> <p>Environmental consciousness</p> <p>Green capitalism</p> <p>Mechanistic world view</p> | <p>Core ideas and principles of ecologism and how they relate to human nature, the state, society and the economy:</p> <ul style="list-style-type: none"> • ecology – to cover the extent to which the study of the relationship between living beings and the environment has implications for deep- and shallow-green views of the state, society and the economy • holism – to cover the opposition to the mechanistic world view of post-Enlightenment science that dominates the state and society in its view of the non-human world and the economy • environmental ethics – developing new moral standards and values for human relations with each other and the non-human world, which will underpin the state, society and economy – to cover the nature of ethics and how far they extend • environmental consciousness – a state of being where one’s sense of self is fully realised by a deep identification with the non-human world – to cover the extent to which there needs to be a radical change in human nature and society • post-materialist and anti-consumerism – to cover the criticisms of materialism and consumerism and how to move beyond them • sustainability – the capacity of the ecological system to maintain its health over time – to cover the need for, type and way of delivering sustainability, which has implications for the state, society and the economy. |
| <p>2 Different types of ecologism</p> <p><i>Key terminology</i></p> <p>Limits to growth</p> <p>Decentralisation</p> <p>Ecocentric</p> <p>Anthropocentric</p> | <p>The different types of ecologism:</p> <ul style="list-style-type: none"> • deep green – environmental consciousness, ecocentrism and strong sustainability • shallow green – enlightened anthropocentrism and weak sustainability • social ecology – environmental degradation can be linked to existing social structures and sustainability is linked to radical social change <ul style="list-style-type: none"> o eco-socialism o eco-anarchism o eco-feminism. |

Please note that content area 3 should focus on the key ideas given, rather than on the study of detailed biographical information on each thinker.

| Subject content | Students should gain knowledge and understanding of: |
|---|--|
| <p>3 Ecologist thinkers and their ideas</p> <p>Key terminology</p> <p>Biodiversity</p> <p>Buddhist economics</p> <p>Biocentric equality</p> | <p>The key ideas of the following thinkers, to exemplify the content from areas 1 and 2:</p> <p>Aldo Leopold (1887–1948)</p> <ul style="list-style-type: none"> • The land ethic – extends the community to include the non-human world and preserving the integrity, stability and beauty of the biotic community. • Conservation fails – as it is still based on an economic model rather than moving beyond economics to a new human-land relationship. <p>Rachel Carson (1907–1964)</p> <ul style="list-style-type: none"> • The state and society does not have the authority to dominate nature – the long-term effects of chemical pesticide use impact sustainability. • Nature should be seen holistically – it does not exist for the convenience of man. <p>E. F. Schumacher (1911–1977)</p> <ul style="list-style-type: none"> • Buddhist economics – economics as if people mattered, with the aim of the maximum of wellbeing with the minimum of consumption. • Traditional economics – based on the fallacy that goods are more important than humans and that materialism is more important than human creative activity. <p>Murray Bookchin (1921–2006)</p> <ul style="list-style-type: none"> • The environmental crisis emerges from existing social structures of oppression – so social structures and the state must be overthrown. • Lessons should be learned from ecology – the future should be built around decentralised societies, organised as a collection of self-sufficient communes. <p>Carolyn Merchant (1936–)</p> <ul style="list-style-type: none"> • The oppression and death of nature are linked to gender oppression – so radical, societal restructuring of gender relations is needed. • Opposition to the mechanistic, male view of science and nature – this dominates society as it is not holistic. |

Please note that key terminology is not exclusive to the given content area and applies across all three content areas. Definitions of key terminology are given in *Appendix 2: Key terminology glossary*.

Feminism option

Feminism is an ideology based on the belief that society is characterised by unequal gender power and status. All forms of feminism are committed to advancing the social role of women, ensuring that the disadvantages they face can and should be overthrown.

There are three content areas for this option:

1. Feminism: ideas and principles
2. Different types of feminism
3. Feminist thinkers and their ideas.

| Subject content | Students should gain knowledge and understanding of: |
|---|---|
| <p>1 Feminism: ideas and principles</p> <p><i>Key terminology</i></p> <p>Public sphere</p> <p>Private sphere</p> <p>Essentialism</p> <p>Gender stereotypes</p> | <p>Core ideas and principles of feminism and how they relate to human nature, the state, society and the economy:</p> <ul style="list-style-type: none"> • sex and gender – sex refers to biological differences between men and women, whereas gender refers to the different roles that society ascribes to men and women – to cover how feminists believe this distinction to be important in their analysis of society • patriarchy – society, state and the economy are characterised by systematic, institutionalised and pervasive gender oppression – to cover how patriarchy is understood by different feminists and how different feminists view its importance • the personal is political – the idea that all relationships, both in society and in private relationships, between men and women are based on power and dominance – to cover why feminists think this goes to the essence of patriarchy, and why some feminists believe this distinction is crucial and others believe it is dangerous • equality feminism and difference feminism – equality feminists seek equality for men and women in society, whereas difference feminists argue that men and women have a fundamentally different nature from one another – to cover the core differences between these two types of feminism and how significant they are • intersectionality – argues that black and working-class women’s experiences of patriarchy in state, society and the economy are different from white, middle-class women – to cover the impact of this newer strand of feminism to wider feminist thinking. |
| Subject content | Students should gain knowledge and understanding of: |
| <p>2 Different types of feminism</p> <p><i>Key terminology</i></p> <p>Discrimination</p> <p>Equality of opportunity</p> <p>Political equality</p> <p>Legal equality</p> <p>Reserve army of labour</p> <p>Gender equality</p> <p>Cultural feminism</p> <p>Reformist</p> | <p>The different types of feminism:</p> <ul style="list-style-type: none"> • liberal feminism – sees individualism as the basis of gender equality • socialist feminism – believes that gender inequality stems from economics and that capitalism creates patriarchy • radical feminism – believes that the biggest problem facing society is gender inequality • post-modern feminism – argues that patriarchy manifests in different ways depending on a woman’s race, class etc. |

Please note that content area 3 should focus on the key ideas given, rather than on the study of detailed biographical information on each thinker.

| Subject content | Students should gain knowledge and understanding of: |
|---|--|
| <p>3 Feminist thinkers and their ideas</p> <p>Key terminology</p> <p>Otherness</p> <p>Equality and difference feminism</p> <p>Intersectionality</p> | <p>The key ideas of the following thinkers to exemplify the content from areas 1 and 2:</p> <p>Charlotte Perkins Gilman (1860–1935)</p> <ul style="list-style-type: none"> • Sex and domestic economics are hand in hand – for women to survive, they have to depend on their sexuality and body in order to please their husbands. • Societal pressure – young girls are compelled to conform in society and prepare for motherhood by playing with toys and wearing clothes that are specifically designed for and marketed to them. <p>Simone de Beauvoir (1908–1986)</p> <ul style="list-style-type: none"> • Sex versus gender – ‘one is not born, but rather becomes, a woman’. • ‘Otherness’ – men are perceived as the ‘norm’ and women deviants from this norm. <p>Kate Millett (1934–)</p> <ul style="list-style-type: none"> • Family – undoing the traditional family was the key to true sexual revolution. • Portrayal of women in art and literature – she showed how patriarchal culture had produced writers and literary works that were degrading to women. <p>Sheila Rowbotham (1943–)</p> <ul style="list-style-type: none"> • Capitalism – women are forced to sell their labour to survive and use their labour to support their family under the capitalist system. • The family – not just an instrument for disciplining and subjecting women to capitalism but a place where men took refuge from alienation under a capitalist economy. <p>bell hooks (1952–)</p> <ul style="list-style-type: none"> • Women of colour – she brought the cultural concerns of women of colour into the mainstream feminist movement. • Intersectionality – the mainstream feminist movement had focused mostly on the plight of white, college-educated, middle/upper-class women who had no stake in the concerns of women of colour. |

Please note that key terminology is not exclusive to the given content area and applies across all three content areas. Definitions of key terminology are given in *Appendix 2: Key terminology glossary*.

Multiculturalism option

Multiculturalism is concerned with the best way to respond to cultural and religious diversity and how to balance this diversity with civic unity. It focuses on the political accommodation of difference and how to integrate differing identities into an overarching, collective identity.

There are three content areas for this option:

1. Multiculturalism: ideas and principles
2. Different types of multiculturalism
3. Multiculturalist thinkers and their ideas.

| Subject content | Students should gain knowledge and understanding of: |
|---|---|
| <p>1 Multiculturalism: ideas and principles</p> <p><i>Key terminology</i></p> <p>Culture</p> <p>Formal equality</p> <p>Diversity</p> <p>Identity politics</p> <p>Tolerance</p> | <p>Core ideas and principles of multiculturalism and how they relate to human nature, the state, society and the economy:</p> <ul style="list-style-type: none"> • politics of recognition – this is the positive endorsement and celebration of cultural differences – to cover how oppression/cultural marginalisation affects human nature and the importance of recognition for the human sense of self, which underpins integration and social cohesion • culture and identity – to cover how culture is critical to human nature and society as it shapes personal, political and social identity and why minority cultures should be protected, as well as criticisms of favouring minority cultures • minority rights – to cover why the state should and how it can address the specific needs of particular groups in society or the economy by granting special rights to them, based on their different needs as a culture, as well as criticisms of these rights • diversity – including different races and cultures in the state, society and the economy is possible, is positive and should be celebrated – to cover the different justifications for diversity, the different types of diversity and the criticisms of diversity. |

| Subject content | Students should gain knowledge and understanding of: |
|--|--|
| <p>2 Different types of multiculturalism</p> <p><i>Key terminology</i></p> <p>Individualist integration</p> <p>Multicultural integration</p> <p>Assimilation</p> <p>Segregation</p> <p>Cosmopolitan integration</p> | <p>The different types of multiculturalism, particularly the features of integration and segregation:</p> <ul style="list-style-type: none"> • liberal multiculturalism – a broad ideology that endorses cultural diversity, compatible with tolerance and personal autonomy within a liberal framework, and promotes civic unity in the public sphere • pluralist multiculturalism – a broad ideology where diversity is a value in its own right, all cultures are equal and cultural recognition is the basis for civic participation • cosmopolitan multiculturalism – diversity strengthens cultural hybridity, promoting global citizenship and undermining cultural identity as a driving force in society • the conservative criticism – there can be no diversity within unity. |

Please note that content area 3 should focus on the key ideas given, rather than on the study of detailed biographical information on each thinker.

| Subject content | Students should gain knowledge and understanding of: |
|--|---|
| <p>3 Multiculturalist thinkers and their ideas</p> <p>Key terminology</p> <p>Positive discrimination</p> <p>Value pluralism</p> <p>Group differentiated rights</p> <p>Universalism</p> | <p>The key ideas of the following thinkers to exemplify the content from areas 1 and 2:</p> <p>Isaiah Berlin (1909–97)</p> <ul style="list-style-type: none"> Value pluralism – liberal views in society hold no more moral authority than illiberal beliefs, so the state and society need to move beyond shallow diversity. Only in a liberal society, which respects liberty, can you value pluralism. <p>Charles Taylor (1931–)</p> <ul style="list-style-type: none"> The politics of recognition – based on the universal right for all to have their identity recognised. The politics of recognition is based on the equalisation of all rights and entitlements and the politics of difference. <p>Bhikhu Parekh (1935–)</p> <ul style="list-style-type: none"> The rejection of the universalist liberalism – importance of the individual being culturally embedded. The justifications for minority rights and deep diversity – cross-cultural dialogue can be transformative for majority and minority cultures, creating common citizenship. <p>Tariq Modood (1952–)</p> <ul style="list-style-type: none"> Strong cultural identities are a good thing – they need a complement of a vibrant, national narrative that emerges from debate between cultures. All four views of integration (assimilation, individualist, multiculturalism and cosmopolitanism) may be valid – provided it is the preferred choice of the individual or group and not imposed by the state or society. <p>Will Kymlicka (1962–)</p> <ul style="list-style-type: none"> Group differentiated rights – provided by the state, including self-government rights, polyethnic rights and representation rights. The justification for these rights – to be provided by the state and how they ensure full and equal participation for, and integration of, all cultures. |

Please note that key terminology is not exclusive to the given content area and applies across all three content areas. Definitions of key terminology are given in *Appendix 2: Key terminology glossary*.

Nationalism option

Nationalism is the belief that nations are a timeless phenomenon. It is based on the belief that people have been attached to the practices connected with their heritage and seeks to continue them freely.

There are three content areas for this option:

1. Nationalism: ideas and principles
2. Different types of nationalism
3. Nationalist thinkers and their ideas.

| Subject content | Students should gain knowledge and understanding of: |
|---|---|
| <p>1 Nationalism: core ideas and principles</p> <p style="background-color: #cccccc;"><i>Key terminology</i></p> <p>Civic nationalism</p> <p>Liberal internationalism</p> <p>Socialist internationalism</p> <p>Ethnicity</p> | <p>Core ideas and principles of nationalism and how they relate to human nature, the state, society and the economy:</p> <ul style="list-style-type: none"> • nations – people who identify themselves as a cohesive group based on shared values in society – to cover the idea that there are very different ways of defining a nation • self-determination – belief that nations should decide how they are governed – to cover the idea of the nation as a genuine political community capable of self-government • nation-state – a nation that rules itself in its own state and controls its own economy – to cover the understanding that the nation-state, while supported by most nationalists, is not universally supported • culturalism – that nationalism is based on shared cultural societal values – to cover the idea that some forms of nationalism are grounded in more mystical, emotional ties and also to reflect on the darker side of nationalism • racialism – humankind can be meaningfully divided into separate ‘races’, which each possess different natures – to cover the view held by a very small group of nationalists who believe that nationhood is determined purely by biological factors • internationalism – the world should unite across boundaries to advance their common interests in society – to cover the idea that some forms of nationalism also have an internationalist perspective, whereas other internationalists reject nationalism. |

| Subject content | Students should gain knowledge and understanding of: |
|---|---|
| <p>2 Different types of nationalism</p> <p style="background-color: #cccccc;"><i>Key terminology</i></p> <p>Rational</p> <p>Progressive</p> <p>Regressive</p> <p>Inclusive nationalism</p> <p>Exclusive nationalism</p> <p>Chauvinistic nationalism</p> <p>Imperialism/colonialism</p> | <p>The different types of nationalism and the extent to which they vary:</p> <ul style="list-style-type: none"> • liberal nationalism – seeks a world of autonomous nation-states • conservative nationalism – exists to forge a sense of cohesion and unity within society • anti/post-colonialism – rejects colonial rule and seeks to have governance returned to the indigenous population • expansionist nationalism – rejects the right of all nations to self-determination, usually linked to chauvinism. |

Please note that content area 3 should focus on the key ideas given, rather than on the study of detailed biographical information on each thinker.

| Subject content | Students should gain knowledge and understanding of: |
|---|---|
| <p>3 Nationalist thinkers and their ideas</p> <p>Key terminology</p> <p>Volksgeist</p> <p>Integral nationalism</p> <p>Black nationalism</p> | <p>The key ideas of the following thinkers to exemplify the content from areas 1 and 2:</p> <p>Jean-Jacques Rousseau (1712–1778)</p> <ul style="list-style-type: none"> • General will – that government should be based on the indivisible collective will of the ‘community’ and that nations have the right to govern themselves. • Civic nationalism – where the state is legitimate because it is based on the active participation of its citizens. <p>Johann Gottfried von Herder (1744–1803)</p> <ul style="list-style-type: none"> • Cultural nationalism – suggested that every nation was different, and that every nation had its own unique cultural character. • Volk – identified the Volk (the people) as the root of national culture and special nature (Volksgeist), which each nation should try to express. <p>Giuseppe Mazzini (1805–1872)</p> <ul style="list-style-type: none"> • Nationhood – believed that humans could express themselves only via their nation and that human freedom rested on the creation of one’s own nation-state. • ‘Action’ – rejected intellectualism and rationalism, and created an idea known as ‘thought and action’. <p>Charles Maurras (1868-1952)</p> <ul style="list-style-type: none"> • Integral nationalism – an intensely emotional form of nationalism where individuals were encouraged to submerge themselves into their nation. • Militarism – integral nationalism encourages nations to have a strong military ethos. <p>Marcus Garvey (1887–1940)</p> <ul style="list-style-type: none"> • Black pride – encouraged African people to be proud of their race and to see beauty in their own kind. • Pan-Africanism – that African people, in every part of the world, were one people and that they would never progress if they did not put aside their cultural and ethnic differences. |

Please note that key terminology is not exclusive to the given content area and applies across all three content areas. Definitions of key terminology are given in *Appendix 2: Key terminology glossary*.

Assessment information

- First assessment: June 2019.
- The assessment is 2 hours.
- The assessment is out of 84 marks.
- The assessment consists of **two** sections.
 - o Section A – UK Government: this section is worth 60 marks
Students answer one source question requiring comparative analysis from a choice of two and one essay question from a choice of two. AO1, AO2 and AO3 are assessed.
 - o Section B – Non-core Political Ideas: this section is worth 24 marks
Students have a choice of two questions from the non-core idea they have studied and they answer one.
AO1, AO2 and AO3 are assessed.
These questions will focus on content areas 1 and 2 and require students to use the key ideas of thinkers (content area 3) in their answers.

No other materials, for example a calculator, are required for this paper.

Sources

AO2 and AO3 require students to study and respond to 'political information'. In this qualification, this is carried out through the questions in Section A that use a source. These sources will be a single written (text) source only or a single source that combines both text and data (pie chart, tables, simple graphs such as a bar chart), all related in some way to UK government.

Sources will be selected to ensure that they give students opportunities to bring in their own knowledge and understanding, to engage in comparative analysis and to evaluate by making judgements and drawing conclusions.

For each source, information relating to the context of the source is provided. This information will not be discretely assessed, however it is provided to assist students in engaging with the information provided in the source.

Synoptic assessment

Synoptic assessment requires students to work across different parts of a qualification and to show their accumulated knowledge and understanding of a topic or subject area.

Synoptic assessment enables students to show their ability to combine their skills, knowledge and understanding with breadth and depth of the subject.

This paper assesses synopticity in Section A in the non-source questions, which require students to draw on relevant knowledge and understanding from Component 1: UK politics and core political ideas.

Sample assessment materials

A sample paper and mark scheme for this paper can be found in the *Pearson Edexcel Level 3 Advanced GCE in Politics Sample Assessment Materials (SAMs)* document.

Component 3: Comparative Politics

There are two optional sections within this component, Government and Politics of the USA and Global Politics. Students must study **one** of these.

Government and Politics of the USA

Overview

The USA has been considered by some to be a 'beacon of democracy'. As a world power, understanding the nature of US democracy, and the debates surrounding it, is crucial given the considerable impact that the USA has on UK, European and global politics.

Students will explore the US Constitution and the arguments surrounding this guiding document of US democracy. In learning about the key institutions of government in the USA and analysing the manner in which they achieve this power and exercise it over their citizens, students will judge ultimately whether 'liberty and justice for all' has been achieved in the USA. Students will be expected to highlight the debates on the nature of democracy in the USA and evaluate the extent to which it remains an issue.

The impact of the US government on the world beyond its borders is increasingly a feature of international politics. Students will begin to engage with this interaction by comparing and contrasting politics and institutions in the US with those in the UK. This will develop a wider understanding of politics as a discipline, underpinned by the theoretical concepts of comparative politics.

Content

There are six content areas:

1. The US Constitution and federalism
2. US Congress
3. US presidency
4. US Supreme Court and US civil rights
5. US democracy and participation
6. Comparative theories.

Skills

- Students must comprehend and interpret political information in relation to areas of US politics.
- Students must fully understand and critically analyse and evaluate areas of US politics.
- Students must identify parallels, connections, similarities and differences between content studied, providing a basis for comparing the UK with the US.
- Students must construct and communicate arguments and explanations with relevance, clarity and coherence and draw reasoned conclusions about US politics.
- Students must develop knowledge and understanding of key political concepts. The content supports these skills by presenting the main content for learning in the right-hand side of the content tables.
- Students must use appropriate vocabulary. The content supports this skill by listing key terminology in each content area. The lists are to support teaching of the main content and help students to use appropriate vocabulary in assessment. Students should, therefore, familiarise themselves with the definitions of key terminology for each section, please also see *Appendix 2: Key terminology glossary*.

| Subject content | Students should gain knowledge and understanding of: |
|---|--|
| <p>1 US Constitution and federalism</p> <p><i>Key terminology</i></p> <p>Bipartisanship</p> <p>Checks and balances</p> <p>Codification</p> <p>Constitution</p> <p>Entrenchment</p> <p>Enumerated powers</p> <p>Federalism</p> <p>Limited government</p> <p>Principle</p> <p>Separation of powers</p> | <p>1.1 The nature of the US Constitution.</p> <ul style="list-style-type: none"> • Vagueness of the document, codification and entrenchment. • The constitutional framework (powers) of the US branches of government. • The amendment process, including advantages and disadvantages of the formal process. <p>1.2 The key features of the US Constitution (as listed below) and an evaluation of their effectiveness today.</p> <ul style="list-style-type: none"> • Federalism. • Separation of powers and checks and balances. • Bipartisanship. • Limited government. <p>1.3 The main characteristics of US federalism.</p> <ul style="list-style-type: none"> • The nature of the federal system of government and its relationship with the states. <p>1.4 Interpretations and debates around the US Constitution and federalism.</p> <ul style="list-style-type: none"> • The extent of democracy within the US Constitution, its strengths and weaknesses and its impact on the US government today. • The debates around the extent to which the USA remains federal today. |

| Subject content | Students should gain knowledge and understanding of: |
|---|---|
| <p>2 US Congress</p> <p>Key terminology</p> <p>Congressional caucuses</p> <p>Divided government</p> <p>Filibuster</p> <p>Gridlock</p> <p>Incumbency</p> <p>Mid-term elections</p> <p>Oversight</p> <p>Partisanship</p> <p>Unanimous consent</p> | <p>2.1 The structure of Congress.</p> <ul style="list-style-type: none"> • Bicameral nature, the membership of Congress and the election cycle. <p>2.1.1 The distribution of powers within Congress:</p> <ul style="list-style-type: none"> • powers given to Congress in the Constitution, the exclusive powers of each House and the concurrent powers of Congress. <p>2.2 The functions of Congress.</p> <p>2.2.1 Representation.</p> <ul style="list-style-type: none"> • Congressional elections and the significance of incumbency. • Factors that affect voting behaviour within Congress: <ul style="list-style-type: none"> ◦ parties and caucuses, constituency, pressure groups and lobbyists. <p>2.2.2 Legislative.</p> <ul style="list-style-type: none"> • The legislative process, including the strengths and weaknesses of this process. • The differences between the legislative process in each chamber. • The policy significance of Congress – impact and effectiveness of laws passed. <p>2.2.3 Oversight.</p> <ul style="list-style-type: none"> • Factors that influence the relationship between Congress and the presidency. • The checks on the other branches of government and the extent of its institutional effectiveness. <p>2.3 Interpretations and debates around Congress.</p> <ul style="list-style-type: none"> • Changing roles and powers of Congress and their relative importance, and debates about adequacy of its representative role. • Changing significance of parties in Congress. • Significance and effectiveness of the powers outlined in the Constitution. |

| Subject content | Students should gain knowledge and understanding of: |
|--|--|
| <p>3 US presidency</p> <p>Key terminology</p> <p>Domestic politics</p> <p>Electoral mandate</p> <p>Executive branch</p> <p>Executive orders</p> <p>Imperial presidency</p> <p>Imperilled presidency</p> <p>Informal powers</p> <p>Powers of persuasion</p> <p>Unified Government</p> | <p>3.1 Formal sources of presidential power as outlined in the US Constitution and their use.</p> <ul style="list-style-type: none"> • The role as the Head of State and as the Head of Government. <p>The significance of these powers with reference to presidents since 1992.</p> <hr/> <p>3.2 Informal sources of presidential power and their use.</p> <ul style="list-style-type: none"> • The electoral mandate, executive orders, national events and the cabinet. • Powers of persuasion including the nature/characteristics of each president. • Executive Office of the President (EXOP), including the role of the National Security Council (NSC), Office of Management and Budget (OMB) and the White House Office (WHO). <p>The significance of these powers with reference to presidents since 1992.</p> <hr/> <p>3.3 The presidency.</p> <p>3.3.1 Relationships between the presidency and the following institutions and why this varies:</p> <ul style="list-style-type: none"> • Congress and the Supreme Court. <p>3.3.2 Limitations on presidential power and why this varies between presidents:</p> <ul style="list-style-type: none"> • changing nature of power over their term in office • Congress, the Supreme Court and the Constitution • the election cycle and divided government. <p>The significance of these limitations with reference to presidents since 1992.</p> <hr/> <p>3.4 Interpretations and debates of the US presidency.</p> <ul style="list-style-type: none"> • How effectively they have achieved their aims. • The imperial presidency. • The extent of presidential accountability to Congress. • The role and power of the president in foreign policy. <p>With reference to presidents since 1992.</p> |

| Subject content | Students should gain knowledge and understanding of: |
|---|--|
| <p>4 US Supreme Court and civil rights</p> <p>Key terminology</p> | <p>4.1 The nature and role of the Supreme Court.</p> <ul style="list-style-type: none"> • The US Constitution. • The independent nature of the Supreme Court. • The judicial review process (<i>Marbury vs Madison 1803</i> and <i>Fletcher vs Peck 1810</i>). |
| <p>Conservative justice</p> <p>Imperial judiciary</p> <p>Judicial activism</p> <p>Judicial restraint</p> <p>Judicial review</p> | <p>4.2 The appointment process for the Supreme Court.</p> <ul style="list-style-type: none"> • Strengths and weaknesses of the process. • Factors influencing the president's choice of nominee. • The current composition and ideological balance of the Court. |
| <p>Liberal justice</p> <p>Living constitution</p> <p>Originalism</p> <p>Public policy</p> | <p>4.3 The Supreme Court and public policy.</p> <ul style="list-style-type: none"> • The impact of the Supreme Court on public policy in the US, with a range of examples, including examples post-2005. • Political significance debate: the role of judicial activism and judicial restraint and criticisms of each. |
| <p>Stare decisis</p> <p>Strict/loose constructionist</p> <p>Swing justice</p> | <p>4.4 The protection of civil liberties and rights in the US today.</p> <ul style="list-style-type: none"> • Rights protected by the Constitution, by the Bill of Rights, by subsequent constitutional amendments and by rulings of the Supreme Court. |
| <p>Constitutional rights</p> <p>Racial equality</p> <p>Affirmative action</p> | <p>4.5 Race and rights in contemporary US politics.</p> <ul style="list-style-type: none"> • The methods, influence and effectiveness of racial rights campaigns and the impact on current domestic policy: <ul style="list-style-type: none"> ◦ voting rights, affirmative action and representation. |
| | <p>4.6 Interpretations and debates of the US Supreme Court and civil rights.</p> <ul style="list-style-type: none"> • The political versus judicial nature of the Supreme Court. • Living Constitution ideology as against originalism. • How effectively civil and constitutional rights have been upheld by the Supreme Court and the effectiveness of this protection. • The extent of their powers and the effectiveness of checks and balances. • The successes and failures of measures to promote equality, including affirmative action and immigration reform. |

| Subject content | Students should gain knowledge and understanding of: |
|--|---|
| <p>5 US democracy and participation</p> <p>Key terminology</p> <p>Campaign finance</p> <p>Factions</p> <p>Invisible primary</p> <p>Political Action Committees (PACs)</p> <p>Party system</p> <p>Policy group</p> <p>Professional group</p> <p>Single interest group</p> <p>Soft/hard money</p> <p>Super PACs</p> <p>Religious right</p> | <p>5.1 Electoral systems in the USA.</p> <p>5.1.1 Presidential elections and their significance.</p> <ul style="list-style-type: none"> • The main processes to elect a US president, including the constitutional requirements, the invisible primary, primaries and caucuses, the role of National Party Conventions and the electoral college, and the resulting party system. • The importance of incumbency on a president seeking a second term. <p>5.1.2 Campaign finance.</p> <ul style="list-style-type: none"> • The role of campaign finance and the current legislation on campaign finance, including McCain-Feingold reforms 2002 and <i>Citizens United vs FEC</i> 2010. <hr/> <p>5.2 The key ideas and principles of the Democratic and Republican parties.</p> <p>5.2.1 The distribution of power and changing significance of the parties:</p> <p>Democrats</p> <ul style="list-style-type: none"> • progressive attitude on social and moral issues, including crime • greater governmental intervention in the national economy • government provision of social welfare. <p>Republicans</p> <ul style="list-style-type: none"> • conservative attitude on social and moral issues • more restricted governmental intervention in the national economy while protecting American trade and jobs • acceptance of social welfare but a preference for personal responsibility. <p>5.2.2 The current conflicts and tendencies and the changing power and influence that exist within the parties.</p> <ul style="list-style-type: none"> • Democrats: liberals, moderates and conservatives. • Republicans: moderates, social conservatives and fiscal conservatives. <p>5.2.3 Coalition of supporters for each party.</p> <ul style="list-style-type: none"> • Voters: how the following factors are likely to influence voting patterns and why, in relation to one recent presidential election campaign (since 2000) – race, religion, gender and education. <hr/> <p>5.3 Interest groups in the USA – their significance, resources, tactics and debates about their impact on democracy.</p> <ul style="list-style-type: none"> • The influence, methods and power of at least one single interest group, professional group or policy group. |

| Subject content | Students should gain knowledge and understanding of: |
|--|---|
| <p>5 US democracy and participation (continued)</p> | <p>5.4 Interpretations and debates of US democracy and participation, including:</p> <ul style="list-style-type: none"> • advantages and disadvantages of the electoral process and the Electoral College and the debate around reform • the role of campaign finance and difficulty in achieving effective reform • the role of incumbency in elections • the ways in which interest groups can influence the three branches of government and policy creation, including the role of PACs and Super PACs and their impact on democracy. |

| Subject content | Students should gain knowledge and understanding of: |
|--|---|
| <p>6 Comparative approaches</p> | <p>6.1 Theoretical approaches – understanding of these three approaches and the different ways they explain similarities and differences between the government and politics of different countries.</p> <p>Rational</p> <ul style="list-style-type: none"> • This approach focuses on individuals within a political system. • A rational approach suggests that such individuals will act rationally, choosing to act in a particular way as it will give them a beneficial outcome. <p>Cultural</p> <ul style="list-style-type: none"> • This approach focuses on groups within a political system – this could be voters, parties, pressure groups and so on. • A cultural approach suggests that the shared ideas, beliefs and values of these groups often determine the actions of individuals within them. <p>Structural</p> <ul style="list-style-type: none"> • This approach focuses on the institutions in a political system and the processes within them. • A structural approach suggests that political outcomes are largely determined by the formal processes laid out within a political system. <p>6.2 Similarities and differences in the UK and USA.</p> <p>6.2.1 Compare and debate the following aspects of the UK and US Constitutions and the resulting impact on politics and government:</p> <ul style="list-style-type: none"> • their nature (codified/uncodified) and their sources, provisions and principles, including separation of powers, checks and balances • the similarities and differences between the US federal system and the UK system of devolution. <p>6.2.2 The extent to which rational, cultural and structural approaches can be used to account for these similarities and differences.</p> |

| Subject content | Students should gain knowledge and understanding of: |
|--|--|
| <p>6 Comparative approaches (continued)</p> | <p>6.2.3 Compare and debate the following aspects of the UK and US legislative branches and their resulting impact on politics and government:</p> <ul style="list-style-type: none"> • powers, strengths and weaknesses of each of the Houses • the extent to which each of the Houses are equal. <p>6.2.4 The extent to which rational, cultural and structural approaches can be used to account for these similarities and differences.</p> |
| | <p>6.2.5 Compare and debate the following aspects of the UK and US executive branches and their resulting impact on politics and government:</p> <ul style="list-style-type: none"> • key similarities and differences between the role and powers of the US President and the UK Prime Minister and their impact on politics and government • extent of accountability to the US and UK legislature. <p>6.2.6 The extent to which rational, cultural and structural approaches can be used to account for these similarities and differences.</p> |
| | <p>6.2.7 Compare and debate the following aspects of the UK and US Supreme Courts and civil rights and their resulting impact on politics and government:</p> <ul style="list-style-type: none"> • basis for and relative extent for their powers • relative independence of the Supreme Court in the US and UK • effectiveness of the protection of rights in each country • effectiveness of interest groups in the protection of civil rights in the USA and the UK. <p>6.2.8 The extent to which rational, cultural and structural approaches can be used to account for these similarities and differences.</p> |
| | <p>6.2.9 Compare and debate the following aspects of the UK and US democracy and participation, and their resulting impact on politics and government:</p> <ul style="list-style-type: none"> • the different nature of the party systems (two-party and multi-party) • degree of internal unity within parties • the policy profiles of the two main parties in each country • debates around campaign finance and party funding • the relative power, methods and influence of pressure groups. <p>6.2.10 The extent to which rational, cultural and structural approaches can be used to account for these similarities and differences.</p> |

Definitions of key terminology are given in *Appendix 2: Key terminology glossary*.

Global Politics

Overview

We live in a complex world with significant challenges, including global terrorism, poverty, economic instability, weapons proliferation, failing states and environmental degradation. These challenges require global co-operation if they are to be resolved.

Global politics gives students an opportunity to develop an understanding of the local, national, international and global dimensions of political activity. It also gives them the opportunity to explore the political issues that affect all of us. Students will gain understanding of abstract political concepts through grounding them in contemporary real-world examples and case studies that will develop an international awareness and knowledge of multiple perspectives.

Global politics encourages discussion and debate and requires students to study and present different global perspectives, as well as interpreting competing and contestable claims. The key mainstream perspectives on global politics are liberalism and realism, and students will be expected to understand how these perspectives are applied throughout all elements of the global politics content.

Content

There are six content areas:

1. The state and globalisation
2. Global governance: political and economic
3. Global governance: human rights and environmental
4. Power and developments
5. Regionalism and the European Union
6. Comparative theories.

Skills

- Students must comprehend and interpret political information in relation to areas of global politics.
- Students must fully understand and critically analyse, and evaluate areas of global politics.
- Students must identify parallels, connections, similarities and differences between the content studied, providing a basis for comparing contemporary global issues, such as conflict, poverty, human rights and the environment and how these are affected by the content in each of the sections.
- Students must construct and communicate arguments and explanations with relevance, clarity and coherence, and draw reasoned conclusions about global politics.
- Students must develop knowledge and understanding of key political concepts. The content supports these skills by presenting the main content for learning in the right-hand side of the content tables.
- Students must use appropriate vocabulary. The content supports this skill by listing key terminology in each content area. The lists are to support teaching of the main content and help students to use appropriate vocabulary in assessment. These lists support teaching of the main content and to help students use appropriate vocabulary in assessment. Students should, therefore, familiarise themselves with the definitions of key terminology for each section, please also see *Appendix 2: Key terminology glossary*.

| Subject content | Students should gain knowledge and understanding of: |
|---|--|
| <p>1 The state and globalisation</p> <p><i>Key terminology</i></p> <p>Sovereignty</p> <p>Nation state</p> <p>Non-state actors</p> <p>Globalisation</p> <p>Economic globalisation</p> <p>Political globalisation</p> <p>Cultural globalisation</p> <p>Homogenisation and monoculture</p> <p>Interconnectedness</p> <p>World government</p> <p>Global governance</p> | <p>1.1 The state: nation-state and of national sovereignty.</p> <p>1.1.1 Characteristics of a nation state and of national sovereignty.</p> <ul style="list-style-type: none"> • Nation-state – political community bound together by citizenship and nationality. • National sovereignty – the state’s absolute power over citizens and subjects. <p>1.2 Globalisation.</p> <p>1.2.1 The process of globalisation:</p> <ul style="list-style-type: none"> • complex web of interconnectedness – the factors driving globalisation are the interlinking of people (social), countries, institutions, culture, economics, technology and politics. <p>1.2.2 Its impact on the state system.</p> <ul style="list-style-type: none"> • Widening and deepening interconnectedness and interdependence. • Challenge to state control over citizens in areas such as law. • On the development of international law. • Humanitarian and forcible intervention. • The debate between hyperglobalisers, globalisation sceptics and transformationalists, including the realist and liberal views. <p>1.3 Debates about the impact of globalisation including its advantages and disadvantages.</p> <ul style="list-style-type: none"> • The impact of globalisation, and its implications for the nation state and national sovereignty. <p>1.4 The ways and extent to which globalisation addresses and resolves contemporary issues, such as poverty, conflict, human rights and the environment.</p> |

| Subject content | Students should gain knowledge and understanding of: |
|---|---|
| <p>2 Global governance: political and economic</p> <p>Key terminology:</p> <p>NGOs</p> <p>Structural Adjustment Programme (SAP)</p> <p>Key terminology: political</p> <p>The United Nations</p> <p>Security Council</p> <p>NATO</p> <p>Key terminology: economic</p> <p>International Monetary Fund (IMF)</p> <p>World Bank</p> <p>World Trade Organisation (WTO)</p> <p>G7(8)/G20</p> <p>North-South divide</p> <p>Dependency theory</p> | <p>2.1 Political</p> <p>2.1.1 The United Nations (UN).</p> <ul style="list-style-type: none"> • Origins and development of the UN, including its 1945 charter. • Role and significance of the UN to include the Security Council, General Assembly, Economic and Social Council, International Court of Justice including their strengths and weaknesses. <p>2.1.2 North Atlantic Treaty Organisation (NATO)</p> <ul style="list-style-type: none"> • Role and significance of NATO including its changing role, particularly since the end of the Cold War, and strengths and weaknesses. <hr/> <p>2.2 Economic</p> <p>2.2.1 International Monetary Fund (IMF) and the World Bank.</p> <ul style="list-style-type: none"> • Role and significance of these institutions, including their strengths and weaknesses. <p>2.2.2 The World Trade Organisation (WTO) and G7/G8 and G20.</p> <ul style="list-style-type: none"> • Role and significance of these institutions, including their strengths and weaknesses. <p>2.2.3 Significance of how global economic governance deals with the issue of poverty, including:</p> <ul style="list-style-type: none"> • The North-South divide and other measurements to include world-systems theory, dependency, orthodox and alternative measurements of poverty. • Classical economic development theory, structural theory, neo-classical development theory. <hr/> <p>2.3 The ways and extent to which these institutions address and resolve contemporary global issues, such as those involving conflict, poverty, human rights and the environment.</p> <p>In particular to focus on:</p> <ul style="list-style-type: none"> • how the following prevents the UN Security Council from effectively addressing and resolving the issues above: <ul style="list-style-type: none"> ○ the membership and structure ○ the use of veto • how the following prevents the IMF and World Bank from effectively addressing and resolving the issues above • pressure for reform and criticism, including Structural Adjustment Programmes (SAPs), global economic crisis. <p>2.3.2 The role and significance of the global civil society and non-state actors, including non-governmental organisations (NGOs) in addressing and resolving the issues above.</p> |

| Subject content | Students should gain knowledge and understanding of: |
|--|--|
| <p>3 Global governance: human rights and environmental</p> <p><i>Key terminology: human rights</i></p> <p>International law</p> <p>International Court of Justice (ICJ)</p> <p>International Criminal Court (ICC)</p> <p>International tribunals</p> <p>Human rights/ Universal human rights</p> <p>Humanitarian intervention</p> | <p>3.1 Human rights</p> <p>3.1.1 Origins and development of international law and institutions (International Court of Justice, International Criminal Court, special UN tribunals and European Court of Human Rights (ECHR) in creating the concept of global politics.</p> <ul style="list-style-type: none"> • Sources of authority, including the 1948 Universal Declaration of Human Rights. <p>3.1.2 The key issues of these institutions in dealing with human rights:</p> <ul style="list-style-type: none"> • impact on state sovereignty • rise of humanitarian interventions and growth in 1990s, with examples of successful and unsuccessful intervention • reasons for selective interventionism, development of responsibility to protect and conflict with state sovereignty • examples of alleged Western double standards/hypocrisy. |
| <p><i>Key terminology: environmental</i></p> <p>United Nations Framework Convention on Climate Change (UNFCCC)</p> <p>Intergovernmental Panel on Climate Change (IPCC)</p> <p>Global commons</p> <p>Tragedy of the commons</p> <p>Sustainability/ Sustainable development</p> | <p>3.2 Environmental</p> <p>3.2.1 The role and significance of the United Nations Framework Convention on Climate Change (UNFCCC).</p> <ul style="list-style-type: none"> • The creation of the Intergovernmental Panel on Climate Change (IPCC) and its role and significance. <p>3.3 The ways and extent to which these institutions address and resolve contemporary global issues, such as those involving conflict, poverty, human rights and the environment.</p> <p>3.3.1 How the following issues affect international law from effectively addressing and resolving the issues above:</p> <ul style="list-style-type: none"> • debate about the effectiveness and implications for state sovereignty and the extent to which international law is accepted and enforced • performance of the international courts, including controversies. <p>3.3.2 How the following issues affect global environmental governance from effectively addressing and resolving the issues above:</p> <ul style="list-style-type: none"> • competing views about how to tackle environmental issues to include: <ul style="list-style-type: none"> ○ shallow-green ecology versus deep-green ecology ○ sustainable development and tragedy of the commons. • Strengths and weaknesses of international agreements, including key highlights from Rio, Kyoto, Copenhagen, Paris. • Obstacles to international co-operation and agreement, including sovereignty, developed versus developing world division and disagreement over responsibility and measurement. <p>3.3.3 The role and significance of the global civil society and non-state actors, including non-governmental organisations (NGOs) in addressing and resolving the issues above.</p> |

| Subject content | Students should gain knowledge and understanding of: |
|---|---|
| <p>4 Power and developments</p> <p><i>Key terminology</i></p> <p>Hard power</p> <p>Soft power</p> <p>Great power</p> <p>Superpower</p> <p>Emerging power</p> <p>Polarity/Unipolarity/ Bipolarity</p> <p>Multipolarity</p> <p>Democratic state</p> <p>Semi-democratic state/non-democratic state</p> <p>Autocratic state</p> <p>Failed states</p> <p>Rogue states</p> | <p>4.1 Different types of power.</p> <ul style="list-style-type: none"> • The use and effectiveness of the follow types of power: <ul style="list-style-type: none"> ○ hard: military and economic ○ soft: diplomatic and cultural. <p>4.2 Differing significance of states in global affairs and how and why state power is classified.</p> <ul style="list-style-type: none"> • State power classifications: <ul style="list-style-type: none"> ○ great powers ○ superpowers, including the USA ○ emerging powers, including BRICS (Brazil, Russia, India, China and South Africa). <p>4.3 Polarity.</p> <ul style="list-style-type: none"> • The implications of the following polar structures: <ul style="list-style-type: none"> ○ unipolarity/hegemony ○ bipolarity ○ multipolarity • Consideration of the changing nature of world order since 2000. <p>4.4 Different systems of government.</p> <ul style="list-style-type: none"> • The characteristics, examples and consequences for global order of: <ul style="list-style-type: none"> ○ democratic, semi-democratic, non-democratic, autocratic states, failed states and rogue states. <p>4.5 Development and spread of:</p> <ul style="list-style-type: none"> • liberal economies • rule of law • democracy. <p>4.6 The ways and extent to which the changing relationships and actions of states in relation to power and developments address and resolve contemporary global issues, such as those involving conflict, poverty, human rights and the environment.</p> |

| Subject content | Students should gain knowledge and understanding of: |
|---|---|
| <p>5 Regionalism and the EU</p> <p><i>Key terminology</i></p> <p>Regionalism</p> <p>European Union (EU)</p> <p>European integration</p> <p>Sovereignty</p> <p>Supranationalism</p> <p>Intergovernmentalism</p> <p>Federalism</p> <p>Global actor</p> <p>Widening-deepening</p> | <p>5.1 Regionalism</p> <p>5.1.1 The different forms.</p> <ul style="list-style-type: none"> • Growth of regionalism and regionalism in different forms, including economic, security and political. <p>5.1.2 Debates about and the reasons for and significance of regionalism.</p> <ul style="list-style-type: none"> • The relationship between regionalism and globalisation. • Prospects for political regionalism and regional governance. • The impact on state sovereignty <p>5.2 Development of regional organisations, excluding the EU.</p> <ul style="list-style-type: none"> • North American Free Trade Association (NAFTA) • African Union (AU) • Arab League • Association of South East Asian Nations (ASEAN). <p>5.3 Factors that have fostered European integration and the major developments through which this has occurred.</p> <ul style="list-style-type: none"> • Formation, role, objectives and development of the European Union (EU). • Establishment and powers of its key institutions and the process of enlargement. • Key treaties and agreements. • Economic and monetary union. • Debates about supranational versus intergovernmental approaches. <p>5.4 Significance of the EU as an international body/global actor, including the constraints and obstacles affecting:</p> <ul style="list-style-type: none"> • its political, economic, structural and military influence in global politics. <p>5.5 The ways and extent to which regionalism addresses and resolves contemporary global issues involving conflict, poverty, human rights and the environment.</p> |

| Subject content | Students should gain knowledge and understanding of: |
|--|---|
| <p>6 Comparative theories</p> <p>Key terminology</p> <p>Realism</p> <p>Liberalism</p> <p>International anarchy</p> <p>Security dilemma</p> <p>Complex interdependence</p> <p>Global governance</p> <p>Anarchical society and society of states</p> | <p>6.1 Main ideas of realism.</p> <ul style="list-style-type: none"> • States as key actors in global politics and the balance of power (state sovereignty). • International anarchy and its implications. • Inevitability of war. • The security dilemma. <p>6.2 Main ideas of liberalism.</p> <ul style="list-style-type: none"> • The significance of morality and optimism on human nature. • Possibility of harmony and balance. • Complex interdependence. • Likelihood of global governance. • Impact and growth of international organisations. <p>6.3 Divisions between realism and liberalism in relation to:</p> <ul style="list-style-type: none"> • human nature and power • order and security and the likelihood of conflict • impact of international organisations and the significance of states. <p>6.4 Main ideas of the anarchical society and society of states theory.</p> <ul style="list-style-type: none"> • Acceptance that there is anarchy in the global system – absence of overarching authority. • States have an informal understanding that ensures a degree of co-operation – based on norms and rules that increase levels of trust and reciprocal behaviour. <p>6.5 An evaluation of the extent to which realism and liberalism explain recent developments (since 2000) in global politics.</p> <p>This should be done through the study of relevant case studies that cover each of the other content sections:</p> <ul style="list-style-type: none"> • the state and globalisation • global governance: political and economic • global governance: human rights and environmental • power and developments • regionalism and the EU. |

Definitions of key terminology are given in *Appendix 2: Key terminology glossary*.

Assessment information

- First assessment: June 2019.
- The assessment is 2 hours.
- The assessment is out of 84 marks.
- The assessment consists of **three** sections.
 - o Section A: this section is worth 12 marks.
Students answer one question from a choice of two.
AO1 and AO2 are assessed.
 - o Section B: this section is worth 12 marks.
Students answer one compulsory question, which will focus on topics from the comparative theories section.
AO1 and AO2 are assessed.
 - o Section C: this section is worth 60 marks.
Students answer two questions worth 30 marks each from a choice of three.
AO1, AO2 and AO3 are assessed.

No other materials are required for this paper such as calculators, which are not permitted.

Synoptic assessment

Synoptic assessment requires students to work across different parts of a qualification and to show their accumulated knowledge and understanding of a topic or subject area.

Synoptic assessment enables students to show their ability to combine their skills, knowledge and understanding with breadth and depth of the subject.

This paper assesses synopticity in Papers 3A and 3B. In Paper 3A, this is assessed in Sections A and B as students are required to draw on relevant knowledge and understanding from Component 1: UK politics and Component 2: UK government. In Paper 3B, this is assessed in Section B as students are required to draw on relevant knowledge and understanding of core political ideas from Component 1.

Sample assessment materials

A sample paper and mark scheme for this paper can be found in the *Pearson Edexcel Level 3 Advanced GCE in Politics Sample Assessment Materials (SAMs)* document.

Assessment Objectives

| Students must: | | % GCE A Level |
|----------------|---|---------------|
| A01 | Demonstrate knowledge and understanding of political institutions, processes, concepts, theories and issues. | 35 |
| A02 | Analyse aspects of politics and political information, including in relation to parallels, connections, similarities and differences. | 35 |
| A03 | Evaluate aspects of politics and political information, including to construct arguments, make substantiated judgements and draw conclusions. | 30 |
| Total | | 100% |

Breakdown of Assessment Objectives

| Component | Assessment Objectives | | | Total for all Assessment Objectives |
|-----------------------------------|-----------------------|-----------|-----------|-------------------------------------|
| | AO1 % | AO2 % | AO3 % | |
| Component 1: UK Politics | 11.1 | 11.1 | 11.1 | 33 $\frac{1}{3}$ |
| Component 2: UK Government | 11.1 | 11.1 | 11.1 | 33 $\frac{1}{3}$ |
| Component 3: Comparative Politics | 12.7 | 12.7 | 7.9 | 33 $\frac{1}{3}$ |
| Total for GCE A Level | 35 | 35 | 30 | 100% |

NB Totals have been rounded either up or down.

3 Administration and general information

Entries

Details of how to enter students for the examinations for this qualification can be found in our *UK Information Manual*. A copy is made available to all examinations officers and is available on our website: qualifications.pearson.com

Discount code and performance tables

Centres should be aware that students who enter for more than one GCE qualification with the same discount code will have only one of the grades they achieve counted for the purpose of the school and college performance tables. This will be the grade for the larger qualification (i.e. the A Level grade rather than the AS grade). If the qualifications are the same size, then the better grade will be counted (please see *Appendix 6: Codes*).

Please note that there are two codes for AS GCE qualifications; one for Key Stage 4 (KS4) performance tables and one for 16–19 performance tables. If a KS4 student achieves both a GCSE and an AS with the same discount code, the AS result will be counted over the GCSE result.

Students should be advised that if they take two GCE qualifications with the same discount code, colleges, universities and employers to which they wish to progress are likely to take the view that this achievement is equivalent to only one GCE. The same view may be taken if students take two GCE qualifications that have different discount codes but have significant overlap of content. Before embarking on their programmes, students or their advisers who have any doubts about their subject combinations should check with the institution to which they wish to progress.

Access arrangements, reasonable adjustments, special consideration and malpractice

Equality and fairness are central to our work. Our equality policy requires all students to have equal opportunity to access our qualifications and assessments, and our qualifications to be awarded in a way that is fair to every student.

We are committed to making sure that:

- students with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to students who do not share that characteristic
- all students achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Language of assessment

Assessment of this qualification will be available in English. All student work must be in English.

Access arrangements

Access arrangements are agreed before an assessment. They allow students with special educational needs, disabilities or temporary injuries to:

- access the assessment
- show what they know and can do without changing the demands of the assessment.

The intention behind an access arrangement is to meet the particular needs of an individual student with a disability, without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments'.

Access arrangements should always be processed at the start of the course. Students will then know what is available and have the access arrangement(s) in place for assessment.

Reasonable adjustments

The Equality Act 2010 requires an awarding organisation to make reasonable adjustments where a person with a disability would be at a substantial disadvantage in undertaking an assessment. The awarding organisation is required to take reasonable steps to overcome that disadvantage.

A reasonable adjustment for a particular person may be unique to that individual and therefore might not be in the list of available access arrangements.

Whether an adjustment will be considered reasonable will depend on a number of factors, including:

- the needs of the student with the disability
- the effectiveness of the adjustment
- the cost of the adjustment; and
- the likely impact of the adjustment on the student with the disability and other students.

An adjustment will not be approved if it involves unreasonable costs to the awarding organisation, or affects timeframes or the security or integrity of the assessment. This is because the adjustment is not 'reasonable'.

Special consideration

Special consideration is a post-examination adjustment to a student's mark or grade to reflect temporary injury, illness or other indisposition at the time of the examination/assessment, which has had, or is reasonably likely to have had, a material effect on a candidate's ability to take an assessment or demonstrate their level of attainment in an assessment.

Further information

Please see our website for further information about how to apply for access arrangements and special consideration.

For further information about access arrangements, reasonable adjustments and special consideration, please refer to the JCQ website: www.jcq.org.uk.

Malpractice

Candidate malpractice

Candidate malpractice refers to any act by a candidate that compromises or seeks to compromise the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.

Candidate malpractice in examinations **must** be reported to Pearson using a *JCQ Form M1* (available at www.jcq.org.uk/exams-office/malpractice). The form should be emailed to candidatemalpractice@pearson.com. Please provide as much information and supporting documentation as possible. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice constitutes staff or centre malpractice.

Staff/centre malpractice

Staff and centre malpractice includes both deliberate malpractice and maladministration of our qualifications. As with candidate malpractice, staff and centre malpractice is any act that compromises or seeks to compromise the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.

All cases of suspected staff malpractice and maladministration **must** be reported immediately, before any investigation is undertaken by the centre, to Pearson on a *JCQ Form M2(a)* (available at www.jcq.org.uk/exams-office/malpractice). The form, supporting documentation and as much information as possible should be emailed to pqsmalpractice@pearson.com. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice itself constitutes malpractice.

More detailed guidance on malpractice can be found in the latest version of the document *General and Vocational Qualifications Suspected Malpractice in Examinations and Assessments Policies and Procedures*, available at www.jcq.org.uk/exams-office/malpractice.

Awarding and reporting

This qualification will be graded, awarded and certificated to comply with the requirements of Ofqual's General Conditions of Recognition. This A Level qualification will be graded and certificated on a six-grade scale from A* to E, using the total subject mark. Individual components are not graded.

Students whose level of achievement is below the minimum judged by Pearson to be of sufficient standard to be recorded on a certificate will receive an unclassified U result.

The first certification opportunity for this qualification will be 2019.

Student recruitment and progression

Pearson follows the JCQ policy concerning recruitment to our qualifications in that:

- they must be available to anyone who is capable of reaching the required standard
- they must be free from barriers that restrict access and progression
- equal opportunities exist for all students.

Prior learning and other requirements

There are no prior learning or other requirements for this qualification.

Students who would benefit most from studying this qualification are likely to have Level 2 qualifications, such as GCSEs.

Progression

Students can progress from this qualification to:

- university courses that relate directly to government and politics
- university courses that will benefit from the skills acquired from this GCE, for example law, economics, philosophy
- employment where analytical skills are essential, for example management, finance, government, industry and business environments.

Appendices

| | |
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Appendix 1: Question paper command words

The following command words summarise the essential skills required of students in responding to questions. To ensure that students have a full understanding as to how to respond, please refer to the relevant levels-based mark schemes provided in the sample assessment booklet.

| Command word | Definition | AO assessed |
|----------------|--|--|
| Evaluate | To review ideas, issues and/or information and make substantiated judgements and draw conclusions. | AO1 (10 marks) AO2 (10 marks) AO3 (10 marks) |
| To what extent | To review political ideas and make substantiated judgements and draw conclusions. | AO1 (8 marks) AO2 (8 marks) AO3 (8 marks) |
| Analyse | To deconstruct ideas, issues and/or information in detail in order to find connections, similarities and/or differences and provide evidence of reasoned thinking. | AO1 (6 marks) AO2 (6 marks) |
| Examine | To consider an idea/concept carefully and in detail to identify what the idea/concept is and why it exists and compare ideas/concepts. | AO1 (6 marks) AO2 (6 marks) |

Appendix 2: Key terminology glossary

This glossary is provided to help centres to teach students about subject-specific key terms. The list is not exhaustive and centres are free to add to the glossary as appropriate.

UK Politics

| 1. Democracy and participation | |
|--------------------------------|--|
| Key term | Definition |
| Legitimacy | The rightful use of power in accordance with pre-set criteria or widely-held agreements, such as a government's right to rule following an election or a monarch's succession based on the agreed rules. |
| Direct democracy | All individuals express their opinions themselves and not through representatives acting on their behalf. This type of democracy emerged in Athens in classical times and direct democracy can be seen today in referendums. |
| Representative democracy | A more modern form of democracy through which an individual selects a person (and/or political party) to act on their behalf to exercise political choice. |
| Pluralist democracy | A type of democracy in which a government makes decisions as a result of the interplay of various ideas and contrasting arguments from competing groups and organisations. |
| Democratic deficit | A flaw in the democratic process where decisions are taken by people who lack legitimacy, not having been appointed with sufficient democratic input or subject to accountability. |
| Participation crisis | A lack of engagement by a significant number of citizens to relate to the political process either by choosing not to vote or to join or become members of political parties or to offer themselves for public office. |
| Franchise/suffrage | Franchise and suffrage both refer to the ability/right to vote in public elections. Suffragettes were women campaigning for the right to vote on the same terms as men. |
| Think tanks | A body of experts brought together to collectively focus on a certain topic(s) – to investigate and offer solutions to often complicated and seemingly intractable economic, social or political issues. |
| Lobbyists | A lobbyist is paid by clients to try to influence the government and/or MPs and members of the House of Lords to act in their clients' interests, particularly when legislation is under consideration. |

2. Political parties

| Key term | Definition |
|-------------------------------|--|
| Old Labour (social democracy) | Key Labour principles embodying nationalisation, redistribution of wealth from rich to poor and the provision of continually improving welfare and state services, which largely rejected Thatcherite/ free-market reforms or a Blairite approach. |
| New Labour (Third Way) | A revision of the traditional Labour values and ideals represented by Old Labour. Influenced by Anthony Giddens, the 'Third Way' saw Labour shift in emphasis from a heavy focus on the working class to a wider class base, and a less robust alliance with the trade unions. |
| One Nation | A paternalistic approach adopted by Conservatives under the leadership of Benjamin Disraeli in the 19th century and continued by David Cameron and Theresa May in the 21st century, that the rich have an obligation to help the poor. |
| New Right | There are two elements – (i) the neo (or new) Conservatives who want the state to take a more authoritarian approach to morality and law and order and (ii) the neo-liberals who endorsed the free-market approach and the rolling back of the state in people's lives and businesses. |
| Classical liberals | Classical liberalism is a philosophy developed by early liberals who believed that individual freedom would best be achieved with the state playing a minimal role. |
| Modern liberals | Modern liberalism emerged as a reaction against free-market capitalism, believing this had led to many individuals not being free. Freedom could no longer simply be defined as 'being left alone'. |
| Party systems | The way or manner in which the political parties in a political system are grouped and structured. There are several variants that could apply to the UK, these include one-party dominant, two-party, two-and-a-half party and multi-party systems. |
| Left-wing | A widely-used term for those who desire change, reform and alteration to the way in which society operates. Often this involves radical criticisms of the capitalism made by liberal and socialist parties. |
| Right-wing | This term reflects support for the status quo, little or no change, stressing the need for order, stability and hierarchy – generally relates to Conservative parties. |

3. Electoral systems

| Key term | Definition |
|--------------------------------|--|
| First-past-the-post (FPTP) | An electoral system where the person with the most number of votes is elected. Victory is achieved by having one more vote than other contenders – it is also called a plurality system. |
| Additional Member System (AMS) | A hybrid electoral system that has two components or elements. The voter makes two choices. Firstly, the voter selects a representative on a simple plurality (FPTP) system then a second vote is apportioned to a party list for a second or 'additional' representative. |
| Single Transferable Vote (STV) | This system allows voters to rank their voting preferences in numerical order rather than simply having one voting choice. In order to obtain a seat, a candidate must obtain a quota. After the votes are cast, those with the least votes are eliminated and their votes transferred and those candidates with excess votes above the quota also have their votes transferred. |
| Supplementary Vote (SV) | This is a majoritarian system. The voter makes two choices (hence the term 'supplementary'). If one candidate obtains over 50% on the first vote then the contest is complete. If no candidate attains this level, all but the top two candidates are eliminated. Then the supplementary choices are re-distributed and whoever gets most votes from the remaining two, wins the seat. This form of voting for mayors and police and crime commissioners was ended by the Elections Act in 2022. |
| Safe seat | A seat in which the incumbent has a considerable majority over the closest rival and which is largely immune from swings in voting choice. The same political party retains the seat from election to election. A majority of seats in UK Westminster constituencies are safe seats. |
| Marginal seat | A seat held by the incumbent with a small majority. There is no precise percentage or winning margin to which this aligns but a 10% margin would need only a swing of 5% to the rival party to take it. Marginal seats are important as they are where the outcomes of elections are decided. Only a minority of seats in UK Westminster constituencies are marginal. |
| Minority government | A government that enters office but which does not have a majority of seats in the legislature (Parliament). This makes passing legislation very difficult. |
| Coalition government | A government that is formed of more than one political party. It is normally accompanied by an agreement over policy options and office of state, as was the Conservative-Liberal-Democrat coalition from 2010–2015 |

4. Voting behaviour and the media

| Key term | Definition |
|------------------------|--|
| Class dealignment | The process where individuals no longer identify themselves as belonging to a certain class and for political purposes fail to make a class connection with their voting pattern. |
| Partisan dealignment | The process where individuals no longer identify themselves on a long-term basis by being associated with a certain political party. |
| Governing competency | The perceived ability of the governing party in office to manage the affairs of the state well and effectively. It can also be a potential view of opposition parties and their perceived governing competency if they were to secure office. |
| Disillusion and apathy | A process of disengagement with politics and political activity. Having no confidence in politics and politicians as being able to solve issues and make a difference. Manifested in low turnout at elections and poor awareness of contemporary events. |
| Manifesto | In its manifesto, a political party will spell out in detail what actions and programmes it would like to put in place if it is successful in the next election – a set of promises for future action. |
| Mandate | The successful party following an election claims it has the authority (mandate) to implement its manifesto promises and also a general permission to govern as new issues arise. |

Core Political Ideas

| Conservatism | |
|------------------------------|--|
| 1. Core ideas and principles | |
| Key term | Definition |
| Hierarchy | The Conservative belief that society is naturally organised in fixed tiers, where one's position is not based on individual ability. |
| Authority | For Conservatives, this is the idea that people in higher positions in society are best able to make decisions in the interests of the whole society; authority thus comes from above. |
| Change to conserve | That society should adapt to changing circumstances rather than reject change outright and risk rebellion and/or revolution. |
| Atomism | That society is made up of self-interested and self-sufficient individuals (also known as egoistical individualism). |

| 2. Differing views and tensions within conservatism | |
|---|---|
| Key term | Definition |
| Noblesse oblige | The duty of the wealthy and privileged to look after those less fortunate. |
| Anti-permissiveness | A rejection of permissiveness, which is the belief that people should make their own moral choices, suggesting there is no objective right and wrong. |
| Radical | Belief whose ideas favour drastic political, economic and social change. |
| Human imperfection | The traditional conservative belief that humans are flawed in a number of ways which makes them incapable of making good decisions for themselves. |

| 3. Conservative thinkers and their ideas | |
|--|--|
| Key term | Definition |
| Laissez-faire | A preference towards minimal government intervention in business and the state. |
| Empiricism | The idea that knowledge comes from real experience and not from abstract theories. |

| Liberalism | |
|-------------------------------------|---|
| 1. Core ideas and principles | |
| Key term | Definition |
| Foundational equality | Rights that all humans have by virtue of being born which cannot be taken away (also known as natural rights and inalienable rights). |
| Formal equality | The idea that all individuals have the same legal and political rights in society. |
| Equality of opportunity | The idea that all individuals should have equal chances in life to rise and fall. |
| Social contract | The idea that the state/society is set up with agreement from the people to respect its laws which serve to protect them. |
| Meritocracy | A society organised on the basis that success is based on ability and hard work. |
| Mechanistic theory | The idea that the state was created by 'man' to serve the people and act in their interests. |
| Tolerance | A willingness to respect values, customs and beliefs with which one disagrees. |
| Limited government | The role of government is limited by checks and balances, and a separation of powers because of the corrupting nature of power. |

| 2. Differing views and tensions within liberalism | |
|--|--|
| Key term | Definition |
| Egoistical individualism | The idea that individual freedom is associated with self-interest and self-reliance (see also atomism). |
| Developmental individualism | The idea that individual freedom is linked to human flourishing. |
| Negative freedom | The absence of external constraints in society as well as no interference in the private sphere. |
| Positive freedom | The idea that freedom is about personal fulfilment and realisation of potential. |
| Laissez-faire capitalism | An economic system, organised by the market, where goods are produced for exchange and profit, and wealth is privately owned. |
| Keynesianism | An economic system that requires government involvement to stimulate the economy to achieve full employment and price stability. |

| 3. Liberal thinkers and their ideas | |
|-------------------------------------|---|
| Key term | Definition |
| Harm principle | The idea that individuals should be free to do anything except harm other individuals. |
| Minimal state | The idea that the role of the state must be restricted in order to preserve individual liberty. |
| Enabling state | A larger state that helps individuals to achieve their potential and be free. |

| Socialism | |
|------------------------------|--|
| 1. Core ideas and principles | |
| Key term | Definition |
| Fraternity | The bonds of comradeship between human beings. |
| Co-operation | Working collectively to achieve mutual benefits. |
| Capitalism | An economic system, organised by the market, where goods are produced for profit and wealth is privately owned. |
| Common ownership | Is the common ownership of the means of production so that all are able to benefit from the wealth of society and to participate in its running. |
| Communism | The communal organisation of social existence based on the common ownership of wealth. |

| 2. Differing views and tensions within socialism | |
|--|---|
| Key term | Definition |
| Evolutionary socialism | A parliamentary route, which would deliver a long-term, radical transformation in a gradual, piecemeal way through legal and peaceful means, via the state. |
| Marxism | An ideological system, within socialism, that drew on the writings of Marx and Engels and has at its core a philosophy of history that explains why it is inevitable that capitalism will be replaced by communism. |
| Revisionism | A move to re-define socialism that involves a less radical view of capitalism and a reformed view of socialism. |
| Social justice | A distribution of wealth that is morally justifiable and implies a desire to limit inequality. |

3. Socialist thinkers and their ideas

| Key term | Definition |
|------------------------|---|
| Class consciousness | The self-understanding of social class that is a historical phenomenon, created out of collective struggle. |
| Historical materialism | Marxist theory that the economic base (the economic system) forms the superstructure (culture, politics, law, ideology, religion, art and social consciousness). |
| Dialectic | A process of development that occurs through the conflict between two opposing forces. In Marxism, class conflict creates internal contradictions within society, which drives historical change. |
| Keynesian economics | Government intervention – can stabilise the economy and aims to deliver full employment and price stability. |

UK Government

| 1. The Constitution | |
|---------------------------|---|
| Key term | Definition |
| Constitution | A set of rules determining where sovereignty lies in a political system, and establishing the relationship between the government and the governed. |
| Unentrenched (entrenched) | A constitution with no special procedure for amendment. |
| Uncodified (codified) | A constitution not contained in a single written document. |
| Unitary (federal) | A political system where all legal sovereignty is contained in a single place. |
| Parliamentary sovereignty | The principle that Parliament can make, amend or unmake any law, and cannot bind its successors or be bound by its predecessors. |
| The rule of law | The principle that all people and bodies, including government, must follow the law and can be held to account if they do not. |
| Statue law | Laws passed by Parliament. |
| Common law | Laws made by judges where the law does not cover the issue or is unclear. |
| Conventions | Traditions not contained in law but influential in the operation of a political system. |
| Authoritative works | Works written by experts describing how a political system is run, they are not legally binding but are taken as significant guides. |
| Treaties | Formal agreements with other countries, usually ratified by Parliament. |
| Devolution | The dispersal of power, but not sovereignty, within a political system. |

2. Parliament

| Key term | Definition |
|-------------------------|--|
| Parliament | The British legislature made up of the House of Commons, the House of Lords and the monarch. |
| House of Commons | The primary chamber of the UK legislature, directly elected by voters. |
| House of Lords | The second chamber of the UK legislature, not directly elected by voters. |
| Confidence and supply | The rights to remove the government and to grant or withhold funding. Also used to describe a type of informal coalition agreement where the minority partner agrees to provide these things in exchange for policy concessions. |
| Salisbury Convention | The convention whereby the House of Lords does not delay or block legislation that was included in a government's manifesto. |
| Parliamentary privilege | The right of MPs or Lords to make certain statements within Parliament without being subject to outside influence, including law. |
| Legislative bills | Proposed laws passing through Parliament. |
| Public bill committees | Committees responsible for looking at bills in detail. |
| Backbenchers | MPs or Lords who do not hold any government office. |
| Select committees | Committee responsible for scrutinising the work of government, particularly of individual government departments. |
| Opposition | The MPs and Lords who are not members of the governing party or parties. |

3. Prime Minister and the government

| Key term | Definition |
|---------------------------|---|
| Executive | The collective group of Prime Minister, Cabinet and junior ministers, sometimes known as 'The Government'. |
| Cabinet | The Prime Minister and senior ministers, most of whom lead a particular government department. |
| Minister | An MP or member of the House of Lords appointed to a position in the government, usually exercising specific responsibilities in a department. |
| Government department | A part of the executive, usually with specific responsibility over an area such as education, health or defence. |
| Royal prerogative | A set of powers and privileges belonging to the monarch but normally exercised by the Prime Minister or Cabinet, such as the granting of honours or of legal pardons. |
| Secondary legislation | Powers given to the Executive by Parliament to make changes to the law within certain specific rules. |
| Individual responsibility | The principle by which ministers are responsible for their personal conduct and for their departments. |
| Collective responsibility | Principle by which ministers must support Cabinet decisions or leave the Executive. |
| Presidential government | An executive dominated by one individual, this may be a President but is also used to describe a strong, dominant Prime Minister. |

4. Relations between the branches

| Key term | Definition |
|-----------------------|--|
| Supreme Court | The highest court in the UK political system. |
| Judicial neutrality | The principle that judges should not be influenced by their personal political opinions and should remain outside of party politics. |
| Judicial independence | The principle that judges should not be influenced by other branches of government, particularly the Executive. |
| Judicial review | The power of the judiciary to review, and sometimes reverse, actions by other branches of government that breach the law or that are incompatible with the Human Rights Act. |
| Elective dictatorship | A government that dominates Parliament, usually due to a large majority, and therefore has few limits on its power. |
| European Union (EU) | A political and economic union of a group of European countries. |
| Four freedoms (EU) | The principle of free movement of goods, services, capital and people within the EU's single market. |
| Legal sovereignty | The legal right to exercise sovereignty – i.e. sovereignty in theory. |
| Political sovereignty | The political ability to exercise sovereignty – i.e. sovereignty in practice. |
| Ultra vires | Literally 'beyond the powers'. An action that is taken without legal authority when it requires it. |

Non-core Political Ideas

| Anarchism | |
|-------------------------------------|---|
| 1. Core ideas and principles | |
| Key term | Definition |
| Power | From the anarchist viewpoint, power is the means or instruments such as the law, the police and the use of ideology, by which the state and other social institutions secure their authority. |
| Authority | From the anarchist perspective, authority is the right of one person or institution to influence the behaviour of others and is seen as commanding, controlling and corrupting. |
| Government | From an anarchist perspective, government is a particular system of rule, from monarchism to dictatorship to liberal democracy, based on deceit and violence. |
| State | From an anarchist perspective, the state is seen as a sovereign body that exerts total authority over all individuals and groups living within its defined geographical limits. |
| Altruism | Concern for the interest and welfare of others based on rational self-interest or a belief that humans are social beings with a capacity for social solidarity. |
| Autonomy | A form of self-government or legislation, a combination of freedom and responsibility, in which the individual is not subject to the will of the state or any other person. |
| Direct action | A whole range of political actions from non-violent to violent actions taken outside of the legal and constitutional framework. |

| 2. Different types of anarchism | |
|--|---|
| Key term | Definition |
| Syndicalism | Revolutionary trade unionism that uses direct action and the mass strike as an expression of working-class power to inspire popular revolt. |
| Direct democracy | From an anarchist perspective, citizens making law and policy decisions in person rather than through elected representatives in a form of popular, self-government. |
| Solidarity | From an anarchist perspective, a relationship of sympathy, co-operation and harmony between people, which means that they have no need to be regulated by the state and any regulation makes solidarity impossible. |
| Mutualism | A system of equitable exchange between self-governing producers, organised individually or in association and small-scale private property based on use or possession. |

| 3. Anarchist thinkers and their ideas | |
|---------------------------------------|--|
| Key term | Definition |
| Collectivisation | The abolition of private property and its replacement by a system of common ownership. |
| Mutual aid | The most successful species are those that employ solidarity and co-operation rather than individualistic competition. |
| Insurrection | Is not synonymous with revolution but is rather egoistic, not a political or social act, that allows individuals to elevate themselves above the established institutions, leaving the establishment to decay and die. |

| Ecologism | |
|------------------------------|---|
| 1. Core ideas and principles | |
| Key term | Definition |
| Industrialism | Based on large-scale production, a faith in science and technology, and the accumulation of capital and continuous growth to satisfy material needs, which is the super ideology of the complete left-right political spectrum. |
| Consumerism | A psychological and cultural view that focuses on consuming goods and services as a means to feel good about ourselves and drive economic growth. |
| Sustainability | The capacity of the ecological system to maintain its health over time, one of the most contested ideas in ecologism. |
| Environmental consciousness | A state of being where your sense of self is fully realised by a deep identification with the non-human world; this is the basis for a new form of ethics and social organisation. |
| Green capitalism | The market will deliver environmental solutions based on a strong faith in technology solutions and capitalism's response to ecologically-aware consumers. |
| Mechanistic world view | Post-Enlightenment science sees nature exist for the convenience of humankind and nature as a machine where the parts can be understood, fixed or replaced in isolation from the whole. |

| 2. Different types of ecologism | |
|---------------------------------|---|
| Key term | Definition |
| Limits to growth | The finite earth, with the scarcity it implies, places limits on industrial growth. |
| Decentralisation | Decentralised societies based around communes, villages or bioregions that can achieve sustainability through a high level of self-sufficiency, making them dependent on their natural environment. |
| Ecocentric | A nature-centred rather than a human-centred system of values that gives priority to ecological balance. |
| Anthropocentric | The non-human world is there purely as a means to human ends and non-human nature has only human instrumental value. |

| 3. Ecologist thinkers and their ideas | |
|---------------------------------------|---|
| Key term | Definition |
| Biodiversity | The diversity of species within a biotic community, which brings the benefits of health and stability to the community. |
| Buddhist economics | This is economics as if people mattered based on the principle of meeting all human needs with no more consumption than is necessary. |
| Biocentric equality | The radical idea that all beings within the biotic community have equal intrinsic value. |

| Feminism | |
|-----------------------------|--|
| 1 Core ideas and principles | |
| Key term | Definition |
| Public sphere | The area in society where relationships are public, specifically life outside the home, particularly society and work. |
| Private sphere | The area in society where relationships are seen as private, specifically home and domestic life. |
| Essentialism | The belief that biological factors are significant in the different character and behaviour of men and women. |
| Gender stereotypes | The different way society expects men and women to behave according to gender roles. |

2. Different types of feminism

| Key term | Definition |
|-------------------------|---|
| Discrimination | Less favourable treatment of one group of people compared to other groups. |
| Equality of opportunity | All humans, irrespective of sex, should have an equal chance in society to rise and fall. |
| Political equality | Equal right to vote, one person one vote, equal right to protest. |
| Legal equality | That the law applies equally to all and that no one is above the law. |
| Reserve army of labour | The idea that women constitute a spare workforce that can be called on as and when needed. |
| Gender equality | The idea that society should treat everyone the same, irrespective of their gender. |
| Cultural feminism | A form of difference feminism that seeks to challenge the dominance of male culture in society, instead seeking to promote 'women's values'. |
| Reformist | Seeking to change society gradually and peacefully. |
| Waves of feminism | Feminism has been described as going through certain time periods or waves where a particular theme has been at the core of the movement, and as one wave has raised the profile of a certain area feminism confronts other challenges in a fresh wave. |

3. Feminist thinkers and their ideas

| Key term | Definition |
|----------------------------------|--|
| Otherness | The idea that women were considered to be fundamentally different from men, who were seen as the 'norm' and women, deviants from this norm. |
| Equality and difference feminism | Feminists who argue that men and women are fundamentally different from one another. |
| Intersectionality | An idea that challenged the notion that 'gender' was the singular factor in determining a woman's fate, arguing that black and working class women's experiences of patriarchy are different from that of white, middle-class women. |

| Multiculturalism | |
|---|--|
| 1. Core ideas and principles | |
| Key term | Definition |
| Culture | Involves values, customs and beliefs that are passed on through the generations via learning. |
| Formal equality | Based on the individual's status in society, all have the same legal and political rights. |
| Diversity | Different races and cultures within a state are possible, is positive and should be celebrated, although the extent to which diversity should extend is contentious. |
| Identity politics | Advances a critique of liberal universalism as cultural oppression, where minorities are marginalised and the claiming of an authentic sense of identity by groups is an act of political liberation. |
| Tolerance | From a multiculturalist view, tolerance is a willingness to accept values, customs and beliefs with which one disagrees. |
| 2. Different types of multiculturalism | |
| Key term | Definition |
| Individualist integration | Institutional adjustments for migrants or minorities as those of individual claimants and bearers of rights as equal citizens. |
| Multicultural integration | The processes of integration are seen as two way, different for different groups and individuals, to create a new national identity, where all citizens have not just rights but a sense of belonging to the whole, as well as to their own group identity/identities. |
| Assimilation | The processes affecting change and the relationship between social groups are one way, with minorities adopting the values, customs and beliefs of the majority. |
| Segregation | Multiculturalism has led to ethnic and religious groups becoming increasingly separated. |
| Cosmopolitan integration | The maximum freedom for minority, as well as majority, individuals, to mix with, borrow and learn from all cultures. |
| 3. Multiculturalist thinkers and their ideas | |
| Key term | Definition |
| Positive discrimination | Preferential treatment for groups in society to correct structural inequality or compensate for historical wrongs. |
| Value pluralism | There is no one absolute conception of the 'good life' but rather multiple, competing and equally legitimate conceptions. |
| Group differentiated rights | Rights that belong to a group, in contrast to a right held by individuals, includes self-government rights, polyethnic rights and representation rights. |
| Universalism | From a multiculturalist view, universalism is where certain values are applicable to all individuals and all societies, regardless of culture, history, geography or any other differences. |

Nationalism

1. Core ideas and principles

| Key term | Definition |
|----------------------------|---|
| Civic nationalism | A form of nationalism based on the active participation of its citizens and a shared vision of equal citizens. |
| Liberal internationalism | The idea that sovereign nations should cooperate and create a level of interdependency to avoid international conflict. |
| Socialist internationalism | The idea that class solidarity is more powerful and politically significant than national identity. As Marx said: 'Working men of all countries, unite!'. |
| Ethnicity | The sense of belonging to the social group that shares a common and distinctive culture, religion, language, or the like. |

2. Different types of nationalism

| Key term | Definition |
|--------------------------|--|
| Rational | The idea that humans are capable of reasoned thought and are able to make logical decisions for themselves. |
| Progressive | Ideas that move towards improving society. |
| Regressive | Ideas that seek to revert society to a former or less advanced state. |
| Inclusive nationalism | A form of nationalism that believes that joining a nation is straightforward and quick, as it is not based on shared previous experiences. |
| Exclusive nationalism | A form of nationalism that believes that it takes time to be a part of the nation, as membership is based on shared history and language. |
| Chauvinistic nationalism | A form of nationalism that believes its nation is superior to others, seeing them as a threat to their survival. |
| Imperialism/colonialism | The extension of control by one country over another by settlement or economic domination. |

3. Nationalist thinkers and their ideas

| Key term | Definition |
|----------------------|--|
| <i>Volksgeist</i> | The 'spirit' of a nation, the unique identity of a people based on their culture. |
| Integral nationalism | An intense, hysterical form of patriotism in which the individual is absorbed into the nation. |
| Black nationalism | A reaction to white oppression originating in the mid-20th century. |

USA

| 1. US Constitution | |
|----------------------|---|
| Key term | Definition |
| Bipartisanship | Attempts within the structure of the US Congress to try and ensure that the two main parties must work together in order to fulfil Congressional functions. |
| Checks and balances | The division of power between the three branches of government where each branch has a direct ability to prevent action from another branch. |
| Codification | A constitution that is written down in one document. |
| Constitution | A set of rules determining where sovereignty lies in a political system, and establishing the precise relationship between the government and the governed. |
| Entrenchment | A system by which the US Constitution is protected from change by law; in this case, by the Amendment Process of Article V. |
| Enumerated powers | Such powers are stated explicitly in the US Constitution – for example Article 1, Section 8 provides a list of Congressional powers. |
| Federalism | The US system in which sovereignty is shared between a central government (federal government) and the individual states, with each having their own specific rights. |
| Limited government | The power of the US federal government over its states and citizens is subject to limitations as laid out in the Constitution. |
| 'Principle' | The core structural aspects of how the US Constitution was defined by the Founding Fathers when it was drafted. |
| Separation of powers | The three key bodies of government, legislature, executive and judiciary each have their own powers, personnel and buildings. |

2. US Congress

| Key term | Definition |
|------------------------|---|
| Congressional caucuses | These are groups of legislators who share special interests and meet to pursue common legislative objectives, e.g. black caucus, women's caucus, Hispanic caucus |
| Divided government | When the House of Representatives, Senate and presidency are not all controlled by one party. |
| Filibuster | When a senator gives a prolonged speech on the floor of the Senate in order to obstruct legislative progress of a bill or confirmation of appointments to the Executive or judiciary. |
| Gridlock | A situation in US politics where the president and Congress are equally powerful, constantly preventing each other from acting, resulting in difficulty passing legislation. |
| Incumbency | The current holder of a political office re House or Senate seat or presidency. |
| Mid-term elections | Congressional elections held mid-way through a President's four-year term. |
| Oversight | The ability of one branch of government to supervise the work of another. |
| Partisanship | A situation in which Congressmen/women are incredibly loyal to their party, even when it means that the result is gridlock. |
| Unanimous consent | A senator or Congressman/woman may request unanimous consent on the floor to set aside a specified rule of procedure so as to expedite proceedings. |

3. US presidency

| Key term | Definition |
|-----------------------|---|
| Domestic politics | Issues within the USA that directly concern citizens, e.g. healthcare, gun control, racial issues. |
| Electoral mandate | An electoral mandate is the permission granted to a political leader or winning party to govern and act on their behalf, e.g. to President Obama in 2008 and 2012. The mandate is more or less in effect for as long as the government is in power. |
| Executive branch | The executive branch, headed by the president, is one of the three branches of government; the other two are the legislative branch (headed by Congress) and the judiciary (headed by the Supreme Court). |
| Executive orders | Official documents issued by the executive branch with the force of law, through which the president directs federal officials to take certain actions. Since the 1900s executive orders have been numbered and recorded in the Federal Register. |
| Imperial presidency | A dominant presidency with ineffective checks and balances from the other branches. |
| Imperilled presidency | This is the contrasting theory to that of an imperial presidency – it is claimed that the president does not have enough power to be effective. |
| Informal powers | Powers of the president not listed in the Constitution but taken anyway. |
| Powers of persuasion | This is an informal power of the president in which they can use the prestige of their job, and other bargaining methods in order to get people to do as they wish. |
| Unified government | Where both Houses of Congress and the presidency are controlled by people from the same political party. |

4. US Supreme Court and civil rights

| Key term | Definition |
|------------------------------|---|
| Conservative justice | A Justice with a strong belief in <i>stare decisis</i> , with a more narrow view of the Constitution, more likely to believe in a literal interpretation of the wording and believing in a generally smaller government. |
| Imperial judiciary | A judiciary that is all powerful and on which checks and balances are weak and ineffective. |
| Judicial activism | An approach to judicial decision making that holds that a Justice should use their position to promote desirable social ends. |
| Judicial restraint | An approach to judicial decision making that holds that a Justice should defer to the executive and legislative branches, which are politically accountable to the people, and should put great stress on the principle established in previous court decisions. |
| Judicial review | The ability of the Supreme Court to declare acts of Congress, and acts or actions of the presidency, unconstitutional and therefore null and void. |
| Liberal Justice | A Justice who interprets the Constitution more broadly in order to give the people more freedom and bring about social change. |
| Living Constitution | The idea that the Constitution is an evolutionary document that can change over time through re-interpretation by the Supreme Court (linked to loose constructionism). |
| Originalism | The idea that the meaning of the US Constitution is fixed and should not be subject to interpretation. |
| Public policy | Legislation and judicial decisions made on any policy that affect the whole of the US population. |
| Stare decisis | This doctrine is built on the idea of standing by decided cases, upholding precedents and maintaining former adjudications – thus tends to favour status quo – this is the opposite of the ‘living Constitution’ approach. |
| Strict/loose constructionist | ‘Loose construction’ is a legal philosophy that favours a broad interpretation of a document's language. This term is often used to contrast with strict construction, a philosophy that favours looking solely at the written text of the law. |
| Swing Justice | An informal name for the Justice on the Supreme Court who falls ideologically in the centre of the nine current Justices. |
| Constitutional rights | The rights specifically outlined for citizens within the US Constitution, Bill of Rights and subsequent Amendments. |
| Racial equality | Racial equality is an equal regard to all races. It can refer to a belief in biological equality of all human races and to social equality for people of different races. In the USA, there remain calls for desegregation and voter registration in the south, and better jobs, housing and school integration in the north. |
| Affirmative action | A policy of favouring historically disadvantaged members of a community. |

5. US democracy and participation

| Key term | Definition |
|-----------------------------------|---|
| Campaign finance | Campaign finance refers to all funds raised to promote candidates, political parties or policy initiatives and their agendas during an election. |
| Factions | The groups (factions) that make up political parties – ideological wings, particular age and occupation groups, citizens concerned about particular issues – are now a feature of modern politics. |
| Invisible primary | This is the period between when a candidate announces their bid for public office and when the actual primaries take place. It is also sometimes called the 'money primary' since candidates spend most of their time during this period raising money in an effort to show political strength. |
| Political Action Committee (PACs) | This raises and spends money in order to elect/defeat electoral candidates, with a donation limit of \$5,000 per candidate per election. |
| Party system | The number of parties that have a realistic chance of forming government within a political system. |
| Policy group | A group that attempts to influence a whole policy area, e.g. American Israeli PAC (AIPAC). |
| Professional group | A group that represents the economic interests of its members, e.g. American Medical Association (AMA), American Bar Association (ABA). |
| Single interest group | A group that advocates policy surrounding a small specific issue, e.g. National Rifle Association (NRA). |
| Soft/hard money | When cash is contributed directly to a political candidate, it is 'hard money', which may come only from an individual or a political action committee. When cash is contributed to a political party with no limits attached to the amount that can be received, this is a 'soft money' contribution. |
| Super PACs | A Super-Political Action Committee (Super PAC) raises and spends unlimited amounts of money to support or oppose political candidates but without directly donating or co-ordinating with these candidates (a result of <i>Citizens United vs FEC 2010</i>). |
| Religious right | The movement, which generally gives support to the Republican Party, is an ultraconservative religious response to the sexual revolution and an attempt to translate this into public policy, promoting family values, opposing abortion and the 1973 <i>Roe v Wade</i> judgment, opposing same-sex marriage, civil partnerships and non-discrimination laws. |

Global Politics

| 1. The state and globalisation | |
|--------------------------------|---|
| Key term | Definition |
| Sovereignty | Absolute and unlimited power and authority. |
| Nation state | Autonomous political community held together by citizenship and nationality. |
| Non-state actors | Participants in international relations with significant power and influence, which are not states. |
| Globalisation | Emergence of a complex web of interconnectedness in many forms. |
| Economic globalisation | Growing economic integration and interdependence of economies through intensified cross-border movement of goods, services, technologies and capital. |
| Political globalisation | Growing importance of international organisations. |
| Cultural globalisation | Growing transmission of ideas, meanings and values around the world. |
| Homogenisation and monoculture | Coming together of global cultures and development of a single, homogeneous culture without diversity or dissension. |
| Interconnectedness | Mutual reliance of two or more groups. |
| World government | Idea of a common political authority with legislative and executive power over states. |
| Global governance | Broad and complex process of decision making at a global level. |

| 2. Global governance: political and economic | |
|---|--|
| Key term | Definition |
| Non-governmental organisations (NGOs) | This is any non-profit, voluntary citizens' group organised on a local, national or international level – e.g. Christian Aid. NGOs perform a variety of service and humanitarian functions, bring citizens' concerns to governments, advocate and monitor policies and encourage political participation through provision of information. |
| Structural Adjustment Programme (SAP) | Conditional loans provided by the International Monetary Fund (IMF) and the World Bank to countries that experienced economic crises. |
| Political | |
| The United Nations | Organisation created in 1945, following the Second World War, to promote international co-operation and to prevent another such conflict. |
| Security Council | The United Nations' most powerful body, with primary responsibility for the maintenance of international peace and security. |
| NATO | North Atlantic Treaty Organisation – military alliance based on the North Atlantic Treaty, signed in 1949. |
| Economic | |
| International Monetary Fund (IMF) | International organisation working to foster global monetary co-operation, secure financial stability, facilitate international trade, promote high employment and sustainable economic growth, and reduce poverty around the world. |
| World Bank | International organisation that offers concessional loans and grants to the world's poorest developing countries in order to reduce poverty. |
| World Trade Organization (WTO) | Organisation that regulates international trade. |
| G7(8) | Organisation – Group of Seven states/Eight states. |
| G20 | Organisation – Group of Twenty states. |
| North-South divide | Global socio-economic and political divide. |
| Dependency theory | Emphasises structural imbalances within capitalism that impose dependency on poorer states. |

3. Global governance human rights and environmental

| Key term | Definition |
|--|---|
| Human rights | |
| International law | Law that governs states and other international actors. |
| International Court of Justice (ICJ) | Principal judicial organ of the United Nations. |
| International Criminal Court (ICC) | Organisation that prosecutes individuals for the international crimes of genocide, crimes against humanity and war crimes. |
| International tribunals | Organisations set up to prosecute individuals in specific states for the crimes of genocide, crimes against humanity and war crimes. |
| Human rights | Rights that people are entitled to by virtue of being human. |
| Universal human rights | Rights that apply to people of all societies regardless of cultural or other differences. |
| Humanitarian intervention | Military intervention carried out in pursuit of humanitarian rather than other objectives. |
| Environmental | |
| United Nations Framework Convention on Climate Change (UNFCCC) | An international environmental treaty negotiated at the Earth Summit in Rio de Janeiro in 1992. |
| Intergovernmental Panel on Climate Change (IPCC) | UN body set up as an internationally accepted authority on climate change. |
| Global commons | Areas and resources that are un-owned and consequently beyond national jurisdiction. |
| Tragedy of the commons | Situation within a shared-resource system where individual users acting independently and rationally according to their own self-interest behave contrary to the common good of all users by depleting that resource. |
| Sustainability | The capacity to endure. |
| Sustainable development | Development that meets the needs of the present, without compromising the ability of future generations to meet their own needs. |

4. Power and developments

| Key term | Definition |
|-----------------------|---|
| Hard power | Hard power is the use of military and economic means to influence the behaviour or interests of other political bodies. |
| Soft power | The ability to attract and co-opt and to shape the preferences of others through appeal and attraction. |
| Great power | State that is recognised as having the ability and expertise to exert its influence on a global scale. |
| Superpower | State with a dominant position in international relations, pre-eminent among great powers, and characterised by its unparalleled ability to exert influence or project power on a global scale. |
| Emerging power | State that is considered to be rising, primarily in economic power and influence. |
| Polarity | Describes the nature of the international system at any given time in terms of how power is distributed. |
| Unipolarity | International system in which there is one dominant pole. |
| Bipolarity | International system revolving around two poles. |
| Multipolarity | International system revolving around three or more poles. |
| Democratic state | A state with a system of government in which all the people are involved in making decisions about its affairs. |
| Semi-democratic state | A stable state that combines democratic and authoritarian elements. |
| Non-democratic state | A state that lacks the central characteristics of a democratic state. |
| Autocratic state | A state that is ruled by a single person with unlimited power. |
| Failed state | A state that is unable to operate as a viable political unit. |
| Rogue state | A state that has a foreign policy that poses a threat to other states. |

5. Regionalism and the EU

| Key term | Definition |
|----------------------|--|
| Regionalism | Creation and implementation of institutions that express a particular identity and shape collective action within a geographical region. |
| European Union (EU) | Political-economic union of 28 member states (2015) located in Europe. |
| European integration | Process of industrial, political, legal, economic, social and cultural integration of states in Europe. |
| Sovereignty | Absolute and unlimited power and authority. |
| Supranationalism | Refers to a large amount of power given to an authority, which, in theory, is placed higher than the state. |
| Intergovernmentalism | Interaction among states based on sovereign independence. |
| Federalism | Legal and political structures where power is distributed between two distinct levels of government on the basis that neither is subordinate to the other. |
| Global actor | Entity that participates or acts in international relations. |
| Widening–deepening | Process by which the EU has attempted to expand membership while furthering integration. |

| 6. Comparative theories | |
|--|---|
| Key term | Definition |
| Realism | Wide school of thought in international relations theory that has a belief that world politics will remain a field of conflict among actors pursuing power. |
| Liberalism | Wide school of thought in international relations theory that rejects power politics as the sole outcome of international relations and emphasises mutual benefits and co-operation. |
| International anarchy | Concept that the world system is leaderless: there is no universal sovereign or worldwide government. |
| Security dilemma | Theory that actions by a state intended to increase its security, such as increasing its military strength, can lead to other states responding with similar measures, producing increased tensions that create conflict. |
| Complex interdependence | Theory that states and their fortunes are inextricably tied together. |
| Global governance | Movement towards political integration of transnational actors aimed at negotiating responses to problems that affect more than one state or region. |
| Anarchical society and society of states | Theory that the states of the world can be members of a society despite the anarchical nature of the international system. |

Appendix 3: The context for the development of this qualification

All our qualifications are designed to meet our World Class Qualification Principles^[1] and our ambition to put the student at the heart of everything we do.

We have developed and designed this qualification by:

- reviewing other curricula and qualifications to ensure that it is comparable with those taken in high-performing jurisdictions overseas
- consulting with key stakeholders on content and assessment, including learned bodies, subject associations, higher-education academics and teachers to ensure this qualification is suitable for a UK context
- reviewing the legacy qualification and building on its positive attributes.

This qualification has also been developed to meet criteria stipulated by Ofqual in their documents *GCE Qualification Level Conditions and Requirements* and *GCE Subject Level Conditions and Requirements for Politics*, published in May 2016.

^[1] Pearson's World Class Qualification Principles ensure that our qualifications are:

- **demanding**, through internationally benchmarked standards, encouraging deep learning and measuring higher-order skills
- **rigorous**, through setting and maintaining standards over time, developing reliable and valid assessment tasks and processes, and generating confidence in end users of the knowledge, skills and competencies of certified students
- **inclusive**, through conceptualising learning as continuous, recognising that students develop at different rates and have different learning needs, and focusing on progression
- **empowering**, through promoting the development of transferable skills, see *Appendix 4*.

From Pearson's Expert Panel for World Class Qualifications

May 2014

"The reform of the qualifications system in England is a profoundly important change to the education system. Teachers need to know that the new qualifications will assist them in helping their learners make progress in their lives.

When these changes were first proposed we were approached by Pearson to join an 'Expert Panel' that would advise them on the development of the new qualifications.

We were chosen, either because of our expertise in the UK education system, or because of our experience in reforming qualifications in other systems around the world as diverse as Singapore, Hong Kong, Australia and a number of countries across Europe.

We have guided Pearson through what we judge to be a rigorous qualification development process that has included:

- extensive international comparability of subject content against the highest-performing jurisdictions in the world
- benchmarking assessments against UK and overseas providers to ensure that they are at the right level of demand
- establishing External Subject Advisory Groups, drawing on independent subject-specific expertise to challenge and validate our qualifications
- subjecting the final qualifications to scrutiny against the DfE content and Ofqual accreditation criteria in advance of submission.

Importantly, we have worked to ensure that the content and learning is future oriented. The design has been guided by what is called an 'Efficacy Framework', meaning learner outcomes have been at the heart of this development throughout.

We understand that ultimately it is excellent teaching that is the key factor to a learner's success in education. As a result of our work as a panel we are confident that we have supported the development of qualifications that are outstanding for their coherence, thoroughness and attention to detail and can be regarded as representing world-class best practice."

Sir Michael Barber (Chair)

Chief Education Advisor, Pearson plc

Professor Lee Sing Kong

Director, National Institute of Education, Singapore

Bahram Bekhradnia

President, Higher Education Policy Institute

Professor Jonathan Osborne

Stanford University

Dame Sally Coates

Principal, Burlington Danes Academy

Professor Dr Ursula Renold

Federal Institute of Technology, Switzerland

Professor Robin Coningham

Pro-Vice Chancellor, University of Durham

Professor Bob Schwartz

Harvard Graduate School of Education

Dr Peter Hill

Former Chief Executive ACARA

All titles correct as at May 2014

Appendix 4: Transferable skills

The need for transferable skills

In recent years, higher education institutions and employers have consistently flagged the need for students to develop a range of transferable skills to enable them to respond with confidence to the demands of undergraduate study and the world of work.

The Organisation for Economic Co-operation and Development (OECD) defines skills, or competencies, as 'the bundle of knowledge, attributes and capacities that can be learned and that enable individuals to successfully and consistently perform an activity or task and can be built upon and extended through learning.'^[1]

To support the design of our qualifications, the Pearson Research Team selected and evaluated seven global 21st-century skills frameworks. Following on from this process, we identified the National Research Council's (NRC) framework as the most evidence-based and robust skills framework. We adapted the framework slightly to include the Program for International Student Assessment (PISA) ICT Literacy and Collaborative Problem Solving (CPS) Skills.

The adapted National Research Council's framework of skills involves:^[2]

Cognitive skills

- **Non-routine problem solving** – expert thinking, metacognition, creativity.
- **Systems thinking** – decision making and reasoning.
- **Critical thinking** – definitions of critical thinking are broad and usually involve general cognitive skills such as analysing, synthesising and reasoning skills.
- **ICT literacy** – access, manage, integrate, evaluate, construct and communicate.^[3]

Interpersonal skills

- **Communication** – active listening, oral communication, written communication, assertive communication and non-verbal communication.
- **Relationship-building skills** – teamwork, trust, intercultural sensitivity, service orientation, self-presentation, social influence, conflict resolution and negotiation.
- **Collaborative problem solving** – establishing and maintaining shared understanding, taking appropriate action, establishing and maintaining team organisation.

Intrapersonal skills

- **Adaptability** – ability and willingness to cope with the uncertain, handling work stress, adapting to different personalities, communication styles and cultures, and physical adaptability to various indoor and outdoor work environments.
- **Self-management and self-development** – ability to work remotely in virtual teams, work autonomously, be self-motivating and self-monitoring, willing and able to acquire new information and skills related to work.

Transferable skills enable young people to face the demands of further and higher education, as well as the demands of the workplace, and are important in the teaching and learning of this qualification. We will provide teaching and learning materials, developed with stakeholders, to support our qualifications.

^[1] OECD – *Better Skills, Better Jobs, Better Lives* (OECD Publishing, 2012)

^[2] Koenig J A, National Research Council – *Assessing 21st Century Skills: Summary of a Workshop* (National Academies Press, 2011)

^[3] PISA – *The PISA Framework for Assessment of ICT Literacy* (2011)

Appendix 5: Level 3 Extended Project qualification

What is the Extended Project?

The Extended Project is a standalone qualification that can be taken alongside GCEs. It supports the development of independent learning skills and helps to prepare students for their next step – whether that be higher education or employment. The qualification:

- is recognised by higher education for the skills it develops
- is worth half of an Advanced GCE qualification at grades A*–E
- carries UCAS points for university entry.

The Extended Project encourages students to develop skills in the following areas: research, critical thinking, extended writing and project management. Students identify and agree a topic area of their choice for in-depth study (which may or may not be related to a GCE subject they are already studying), guided by their teacher.

Students can choose from one of four approaches to produce:

- a dissertation (for example an investigation based on predominately secondary research)
- an investigation/field study (for example a practical experiment)
- a performance (for example in music, drama or sport)
- an artefact (for example creating a sculpture in response to a client brief or solving an engineering problem).

The qualification is non-examination assessment based and students are assessed on the skills of managing, planning and evaluating their project. Students will research their topic, develop skills to review and evaluate the information, and then present the final outcome of their project.

The Extended Project has 120 guided learning hours (GLH) consisting of a 40-GLH taught element that includes teaching the technical skills (for example research skills) and an 80-GLH guided element that includes mentoring students through the project work. The qualification is 100% internally assessed and externally moderated.

How to link the Extended Project with politics

The Extended Project creates the opportunity to develop transferable skills for progression to higher education and to the workplace, through the exploration of either an area of personal interest or a topic of interest from within the politics qualification content.

Through the Extended Project, students will develop skills that support their study of politics, including:

- conducting, organising and using research
- independent reading in the subject area
- planning, project management and time management
- collecting, handling and interpreting data and evidence
- evaluating arguments and processes, including arguments in favour of alternative interpretations of data and evaluation of experimental methodology
- critical thinking.

In the context of the Extended Project, critical thinking refers to the ability to identify and develop arguments for a point of view or hypothesis and to consider and respond to alternative arguments. This supports the development of evaluative skills, through evaluating business arguments and using qualitative and quantitative evidence to support informed judgements and propose evidence-based solutions to political issues.

Types of Extended Project related to politics

Students can produce a dissertation on any topic that can be researched and argued, for example a controversial political issue such as sovereignty, participation in the democratic process and international challenges.

A dissertation might involve an investigation such as:

- the turnout of different groups in elections
- the relative powers of different organisations in dealing with global challenges.

Using the Extended Project to support breadth and depth

In the Extended Project, students are assessed on the quality of the work they produce and the skills they develop and demonstrate through completing this work. Students should demonstrate that they have extended themselves in some significant way beyond what they have been studying in politics. Students can demonstrate extension in one or more dimensions:

- **deepening understanding** – where a student explores a topic in greater depth than in the specification content
- **broadening skills** – where a student learns a new skill. This might be learning how to use a new statistical technique that can be used in the analysis of either primary or secondary data collected by the student
- **widening perspectives** – where the student’s project spans different subjects. A student studying politics with English may wish to research the use of rhetoric in speeches over a certain period. A student studying politics with history may wish to use statistical techniques to analyse voting data and link this with social history or suffrage reform and research one aspect of this in more detail.

A wide range of information to support the delivery and assessment of the Extended Project, including the specification, teacher guidance for all aspects, an editable scheme of work and exemplars for all four approaches, can be found on our website.

Appendix 6: Codes

| Type of code | Use of code | Code |
|--|---|---|
| Discount codes | <p>Every qualification eligible for performance tables is assigned a discount code indicating the subject area to which it belongs.</p> <p>Discount codes are published by the DfE.</p> | Please see the GOV.UK website* |
| Regulated Qualifications Framework (RQF) codes | <p>Each qualification title is allocated an Ofqual Regulated Qualifications Framework (RQF) code.</p> <p>The RQF code is known as a Qualification Number (QN). This is the code that features in the DfE Section 96 and on the LARA as being eligible for 16–18 and 19+ funding, and is to be used for all qualification funding purposes. The QN will appear on students' final certification documentation.</p> | <p>The QN for this qualification is:</p> <p>603/1223/3</p> |
| Subject codes | The subject code is used by centres to enter students for a qualification. Centres will need to use the entry codes only when claiming students' qualifications. | A Level – 9PL0 |
| Paper codes | These codes are provided for reference purposes. Students do not need to be entered for individual papers. | <p>Paper 1: 9PL0/01</p> <p>Paper 2: 9PL0/02</p> <p>Paper 3: 9PL0/3A</p> <p>Paper 3: 9PL0/3B</p> |

*www.gov.uk/government/publications/2018-performance-tables-discount-codes

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