

Specification September 2007

**GCE Government
and Politics**

**Edexcel Advanced Subsidiary GCE in Government and
Politics (8GP01)**

First examination 2009

Edexcel Advanced GCE in Government and Politics (9GP01)

First examination 2010

About this specification

Edexcel GCE in Government and Politics is designed for use in school and colleges. It is a part of a suite of GCE qualifications offered by Edexcel.

Key features of the specification

What is new?

This specification now consists of four units of assessment instead of six, two at AS and two at A2. While there is some continuity with the structure of the previous specification, all content has been updated in the light of recent political developments and students are encouraged to engage with contemporary political debates. For example Unit 3, Topic A: *UK Political Issues* now includes environmental policy, and Unit 4, Topic B: *Other Ideological Traditions* now includes Ecologism and Multiculturalism. The old Route D *International Politics* has now been updated as Unit 3, Topic D: *Structures of Global Politics* which examines global political structures and systems and Unit 4, Topic D: *Global Political Issues* which looks at how political issues such as war, poverty, the environment and human rights are dealt with at a global level.

What about assessment?

A variety of modes of assessment will be used, including short-answer questions, stimulus response, extended writing and essays. Students will have a choice of questions within the examinations for each unit. Synoptic assessment will be examined through the essay questions in Units 3 and 4, and will draw on the skills required to analyse conflicting political viewpoints, including the extent of rivalry between these viewpoints and an awareness of the significance of these viewpoints for an understanding of the issue or question.

Why choose this specification?

Edexcel's GCE Government and Politics specification builds on the strengths of the previous specification (9067-9070) and has been recently revised in line with QCA subject criteria after consultation with schools and colleges. It has been designed to encourage interest in and enthusiasm for the study of Government and Politics and will enable students to develop an insight into political beliefs central to an understanding of the modern world. The specification provides:

- a broad AS course which provides a structured foundation of political knowledge on which to develop skills for citizenship and further study
- an emphasis on contemporary politics and current areas of constitutional concern, putting the UK in the context of the EU and the wider world.
- the opportunity to specialise in different areas at A2 giving students the opportunity to develop a deeper understanding of aspects of the subject at a higher level
- the opportunity to engage in contemporary political debates
- assessment designed to support student progression from AS to A2.

The AS course provides an introduction to the subject through an examination of UK political procedures and institutions such as democracy and political participation, party policies and ideas and key institutions. The A2 course allows more specialisation requiring more skills analysis and evaluation and offers a choice of challenging but comparable topics: UK and EU Political Issues; Political Ideologies; US Politics and Global Politics. In Units 3 and 4, teachers may either teach corresponding topics (eg Unit 3, Topic A and Unit 4, Topic A) or two different topics (eg Unit 3 Topic B, Unit 4 Topic D).

Supporting you

Edexcel aims to provide the most comprehensive support for our qualifications. We have therefore published our own dedicated suite of resources for teachers and students written by qualification experts. We also endorse a wide range of materials from other publishers to give you a choice of approach. For more information on our wide range of support and services for this GCE in Government and Politics qualification, visit our GCE website: www.edexcel.org.uk/gce2008.

Specification updates

This specification is Issue 1 and is valid for Advanced Subsidiary (AS) examination from 2009 and A2 examination from 2010. If there are any significant changes to the specification Edexcel will write to centres to let them know. Changes will also be posted on our website. For more information please visit www.edexcel.org.uk or www.edexcel.org.uk/gce2008.

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A Specification at a glance

AS Unit 1: People and Politics	*Unit code 6GP01	
<ul style="list-style-type: none">■ Externally assessed■ Availability: January and June■ First assessment: January 2009	50% of the total AS marks	25% of the total GCE marks
Content summary: <p>This unit introduces students to the key channels of communication between government and the people. It encourages them to evaluate the adequacy of existing arrangements for ensuring representative democracy and participation.</p> Assessment: <p>Written examination: 1 hour 20 minutes</p> <p>Students will be required to answer two structured questions from a choice of four. Each question will have a mark tariff of 5, 10 and 25 marks.</p>		

AS Unit 2: Governing the UK	*Unit code 6GP02	
<ul style="list-style-type: none">■ Externally assessed■ Availability: January and June■ First assessment: June 2009	50% of the total AS marks	25% of the total GCE marks
Content summary: <p>This unit introduces students to the major governmental processes within the UK. It encourages them to develop a critical understanding of the role and effectiveness of key institutions, and of the relationship amongst them in the context of multi-level governance.</p> Assessment: <p>Written examination: 1 hour 20 minutes</p> <p>Students will be required to answer one stimulus-based question from a choice of two. These questions will be structured with a mark tariff of 5, 10 and 25 marks.</p> <p>Students will then be required to answer one extended question from a choice of two (40 marks).</p> <p><i>*See Appendix 3 for description of this code and all other codes relevant to this qualification.</i></p>		

A2 Unit 3: Key Themes in Political Analysis***Unit code 6GP03**

- Externally assessed
- Availability: June
- First assessment: June 2010

**50%
of the
total A2
marks****25% of
the total
GCE
marks****Content summary:**

This unit introduces students to key themes in political analysis. Students will need to study one of the following topics:

Topic A: UK Political Issues

Topic B: Introducing Political Ideologies

Topic C: Representative Processes in the USA

Topic D: Structures of Global Politics.

Assessment:

Written examination: 1 hour 30 minutes

Students must take one topic. For each topic, students are required to answer three short answer questions from a choice of five (15 marks each).

Students are then required to answer one essay question from a choice of three (45 marks).

A2 Unit 4: Extended Themes in Political Analysis

*Unit code 6GP04

- Externally assessed
- Availability: June
- First assessment: June 2010

**50%
of the
total A2
marks**

**25% of
the total
GCE
marks**

Content summary:

This unit extends students' understanding of key themes in political analysis. Students will need to study one of the following topics:

Topic A: EU Political Issues

Topic B: Other Ideological Traditions

Topic C: Governing the USA

Topic D: Global Political Issues.

Assessment:

Written examination: 1 hour 30 minutes

Students must take one topic. For each topic, students are required to answer three short answer questions from a choice of five (15 marks each).

Students are then required to answer one essay question from a choice of three (45 marks).

B Specification overview

Summary of assessment requirements

Unit number and unit title	Level	Assessment information	Number of marks allocated in the unit
Unit 1: People and Politics	AS	Written examination: 1 hour 20 minutes Students will be required to answer two structured questions from a choice of four. Each question will have a mark tariff of 5, 10 and 25 marks.	80 marks
Unit 2: Governing the UK	AS	Written examination: 1 hour 20 minutes Students will be required to answer one stimulus-based question from a choice of two. These questions will be structured with a mark tariff of 5, 10 and 25 marks. Students will then be required to answer one extended question from a choice of two (40 marks).	80 marks
Unit 3: Key Themes in Political Analysis	A2	Written examination: 1 hour 30 minutes Students must take one topic. For each topic students are required to answer three short answer questions from a choice of five (15 marks each). Students are then required to answer one essay question from a choice of three (45 marks).	90 marks
Unit 4: Extended Themes in Political Analysis	A2	Written examination: 1 hour 30 minutes Students must take one topic. For each topic students are required to answer three short answer questions from a choice of five (15 marks each). Students are then required to answer one essay question from a choice of three (45 marks).	90 marks

Assessment objectives and weightings

		% in AS	% in A2	% in GCE
AO1	Demonstrate knowledge and understanding of relevant institutions, processes, political concepts, theories and debates.	50%	30%	40%
AO2	Analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences between aspects of the political systems studied.	30%	50%	40%
AO3	Construct and communicate coherent arguments making use of a range of appropriate political vocabulary.	20%	20%	20%
TOTAL		100%	100%	100%

Relationship of assessment objectives to units

Unit number	Assessment objective			
	AO1	AO2	AO3	Total for AO1, AO2 and AO3
Unit 1	12.5%	7.5%	5%	25%
Unit 2	12.5%	7.5%	5%	25%
Unit 3	7.5%	12.5%	5%	25%
Unit 4	7.5%	12.5%	5%	25%
Total for Advanced GCE	40%	40%	20%	100%

Qualification summary

Subject criteria

The General Certificate of Education is part of the Level 3 provision. This specification is based on the Advanced Subsidiary GCE and Advanced GCE Subject criteria for Government and Politics; which are prescribed by the regulatory authorities and are mandatory for all awarding bodies.

The GCE in Government and Politics has been designed to provide students with a balanced education in politics. Units 1 and 2 will look at representative democracy and participation, key governmental processes and institutions. In Units 3 and 4, students will examine key themes in political analysis and will have the opportunity to specialise in preferred areas.

Aims

The aims of the Edexcel Advanced Subsidiary and Advanced GCE in Government and Politics are to encourage students to:

- develop a critical awareness of the nature of politics and the relationship between political ideas, institutions and processes
- acquire knowledge and understanding of the structures of authority and power within the political system of the United Kingdom, and how these may differ from those of other political systems
- acquire knowledge and informed understanding of the rights and responsibilities of the individual and encourage an interest in, and engagement with, contemporary politics.

AS/A2 knowledge and understanding

This Edexcel Advanced Subsidiary and Advanced GCE specification in Government and Politics.

- requires students to develop a broad knowledge and understanding of the political system of the UK, including the local and European Union (EU) dimensions
- encourages students to develop their capacity for critical thinking, to see relationships between different aspects of government and politics and to perceive their field of study in a broader perspective, including some comparisons with other political systems
- requires students to develop knowledge and understanding of relevant political concepts and processes.

The Edexcel Advanced GCE in Government and Politics addresses the following:

- the essential characteristics and inter-relationships of the legislature, the executive and the judiciary
- the adequacy of existing political arrangements for ensuring representative democracy and participation
- the rights and responsibilities of the individual
- ideologies, theories and tradition
- current political debates.

Although students should cover all of the issues above, it is not expected that they will cover each area of study in equal breadth or depth, or that specifications should adopt the structure implied above.

In addition, the A2 specification may require students to extend their knowledge and understanding of the political system of the United Kingdom. However, the A2 specification should require students to go beyond the context of the United Kingdom in at least one of the following areas:

- the politics and government of another state
- comparative politics

- international politics
- political ideologies or political thought
- politics of the European Union.

AS/A2 skills

This Edexcel Advanced Subsidiary and Advanced GCE specification in Government and Politics requires students to:

- comprehend, synthesise and interpret political information in a variety of forms
- analyse and evaluate:
 - i. political institutions, processes and behaviour
 - ii. political arguments and explanations
 - iii. the relationship between institutions, processes, ideologies, concepts, behaviour and values
- identify parallels, connections, similarities and differences between aspects of the political systems studied
- select and organise relevant material to construct arguments and explanations leading to reasoned conclusions
- communicate arguments and explanations with relevance, clarity and coherence, using appropriate political vocabulary.

C**Government and Politics unit content**

Unit 1 People and Politics 15

Unit 2 Governing the UK 19

Unit 3 Key Themes in Political Analysis 23

Unit 4 Extended Themes in Political Analysis 35

Course structure

- Edexcel's GCE in Government and Politics comprises of four units and contains an Advanced Subsidiary subset of two AS units.
- The Advanced Subsidiary GCE is the first half of the GCE course and consists of Units 1 and 2. It may be awarded as a discrete qualification or contribute 50 per cent of the total Advanced GCE marks.
- The full Advanced GCE award consists of the two AS units (Units 1 and 2), plus two A2 units (Units 3 and 4) which make up the other 50 percent of the Advanced GCE. Students wishing to take the full Advanced GCE must, therefore, complete all four units.
- The structure of this qualification allows teachers to construct a course of study which can be taught and assessed either as:
 - ◆ distinct modules of teaching and learning with related units of assessment taken at appropriate stages during the course; or
 - ◆ a linear course which is assessed in its entirety at the end.

1.1 Unit description

Introduction

This unit introduces students to the key channels of communication between government and the people and encourages them to evaluate the adequacy of existing arrangements for ensuring representative democracy and participation.

1.2 Assessment information

This unit will be externally assessed

Written examination: 1 hour 20 minutes

Students are required to complete two structured questions from a choice of four. Each question will have a mark tariff of 5, 10, and 25 marks.

The 5-mark questions will require students to demonstrate their knowledge and understanding.

The 10-mark questions will require students to demonstrate their knowledge and understanding, as well as analyse and evaluate political information, arguments and explanations.

The 25-mark questions will require students to demonstrate knowledge and understanding, analyse and evaluate political information and construct and communicate coherent arguments.

This examination will be marked out of a total of 80 marks.

1.3 Unit 1: People and Politics

What students need to learn:

Students must learn all topic areas within this unit. There are no optional topics within Unit 1.

Democracy and Political Participation

Key concepts	Content explanation
<p>democracy</p> <p>legitimacy</p> <p>representation</p> <p>direct democracy</p> <p>representative democracy</p> <p>liberal democracy</p> <p>parliamentary democracy</p> <p>political participation</p> <p>referendum</p>	<ul style="list-style-type: none"> ■ Nature of democracy — a knowledge and understanding of the idea of democracy, of the forms that democratic governance has taken, particularly the difference between direct and representative forms of democracy and their strengths and weaknesses, and the nature of liberal democracy. ■ Democracy in the UK — a knowledge and understanding of the main features of democracy in the UK; an awareness of both the strengths of the UK democratic system and why it has been criticised, including reasons for and the extent of the 'participation/legitimacy crisis' in UK politics; how far the UK system conforms to liberal democratic principles; and the implications of developments such as devolution and EU membership. ■ Enhancing democracy — a knowledge and understanding of reforms of the UK democratic system that would extend participation and strengthen accountability, such as the wider use of referendums, lowering the voting age, compulsory voting and digital democracy and an assessment of their implications and possible benefits.

Party Policies and Ideas

Key concepts	Content explanation
<p>political party</p> <p>left/right</p> <p>liberalism</p> <p>conservatism</p> <p>socialism</p> <p>factionalism</p> <p>consensus politics</p> <p>adversary politics</p>	<ul style="list-style-type: none"> ■ Nature of political parties — a knowledge and understanding of political parties, of their distinctive features and of their key functions within the political system. ■ Traditions and policies of parties — a knowledge and understanding of the central ideas, traditions and policies of the major UK political parties, and the development of party policies in recent years and of factors that influence ideological and policy development, including policy and ideological differences within parties. (<i>Although extended questions will not be set solely on political traditions, they may be set on sub-traditions such as 'new' Labour or 'Thatcherism'.</i>) ■ Comparing party policies and ideas — a knowledge and understanding of similarities and contrasts between the ideas and policies of the major parties and of the ideological relationship between and amongst them.

Elections

Key concepts	Content explanation
<p>election</p> <p>majoritarian representation</p> <p>mandate</p> <p>proportional representation</p> <p>electoral reform</p> <p>party system</p> <p>strong government</p> <p>stable government</p>	<ul style="list-style-type: none"> ■ Elections and democracy — a knowledge and understanding of how and why elections promote democracy, and of the limitations of this democratic role. ■ Elections in the UK — a knowledge and understanding of the workings of the voting systems used for elections to the House of Commons, to devolved bodies and local authorities, and to the European Parliament, and an awareness of their implications for party representation and government. ■ Debating electoral systems — a knowledge and understanding of the advantages and disadvantages of the UK electoral systems and, in particular, of the benefits or otherwise of changing the Westminster electoral system. (<i>Extended questions will not be set on particular electoral systems, except for the simple plurality system.</i>)

Pressure Groups

Key concepts	Content explanation
<p>pressure group</p> <p>sectional/ promotional groups</p> <p>insider/outsider groups</p> <p>pluralism</p> <p>elitism</p> <p>functional representation</p> <p>pluralist democracy</p>	<ul style="list-style-type: none"> ■ Nature of pressure groups — a knowledge and understanding of the features and functions of pressure groups; of how and the extent to which they differ from political parties; and an awareness of the different kinds of pressure groups. ■ Pressure group power — a knowledge and understanding of how pressure groups exert influence and of the extent of their influence, and an awareness of the distribution of power amongst pressure groups, including the factors that influence this. ■ Pressure groups and democracy — a knowledge and understanding of the relationship between pressure groups and democracy and, in particular, of the extent to which they promote political participation and responsive government.

2.1 Unit description

Introduction

This unit introduces students to the major governmental processes within the UK. It encourages them to develop a critical understanding of the role and effectiveness of key institutions and the relationship amongst them in the context of multilevel governance.

2.2 Assessment information

This unit will be externally assessed

Written examination: 1 hour 20 minutes

Students will be required to answer one stimulus based question from a choice of two. These questions will be structured with a mark tariff of 5, 10 and 25 marks.

The 5-mark questions will require students to demonstrate their knowledge and understanding.

The 10-mark questions will require students to demonstrate their knowledge and understanding, as well as to analyse and evaluate political information, arguments and explanations.

The 25-mark questions will require students to demonstrate knowledge and understanding, analyse and evaluate political information and construct and communicate coherent arguments.

Students will then be required to answer one extended question from a choice of two (40 marks), where they will be required to demonstrate their knowledge and understanding as well as their ability to analyse and evaluate political information and to construct and communicate coherent arguments.

This examination will be marked out of a total of 80 marks.

2.3 Unit 2: Governing the UK

What students need to learn:

Students must learn all topic areas within this unit. There are no optional topics within Unit 2.

The Constitution

Key concepts	Content explanation
<p>constitution</p> <p>constitutionalism</p> <p>codified/uncodified constitution</p> <p>unitary/federal constitution</p> <p>parliamentary sovereignty</p> <p>pooled sovereignty</p> <p>devolution</p> <p>quasi-federalism</p> <p>elective dictatorship</p>	<ul style="list-style-type: none"> ■ Nature of the constitution — a knowledge and understanding of the features of a constitution and of the benefits of constitutional government, including the differences between codified and uncodified constitutions, and an understanding of the nature, sources and key features of the UK constitution. ■ Sovereignty and the constitution — a knowledge and understanding of debates about the location of sovereignty within the UK constitutional system, particularly in relation to the significance of European Union membership and devolution. ■ Reforming the constitution — a knowledge and understanding of key reforms to the constitution since 1997, such as devolution and Lords reform, and an awareness of their advantages and disadvantages; and an understanding of ongoing debate about constitutional reform, including the possible introduction of a 'written' constitution.

Parliament

Key concepts	Content explanation
<p>Parliament</p> <p>Westminster model</p> <p>representative and responsible government</p> <p>parliamentary government</p> <p>presidential government</p> <p>fusion/separation of powers</p> <p>bicameralism</p> <p>accountability</p>	<ul style="list-style-type: none"> ■ Legislatures and executives — a knowledge and understanding of the different relationships between legislatures and executives in parliamentary and presidential systems of government, and an awareness of the advantages and disadvantages of each. ■ Role of Parliament — a knowledge and understanding of the composition, role and powers of the House of Commons and the House of Lords, and an awareness of the functions of Parliament and how effectively it discharges them, including an awareness of the relationship of Parliament to the European Union and devolved assemblies. (<i>A detailed knowledge of the workings of Parliament is not necessary.</i>) ■ Reforming Parliament — a knowledge and understanding of recent and proposed reforms of Parliament, including an awareness of their implications and alleged benefits or drawbacks.

The Prime Minister and Cabinet

Key concepts	Content explanation
<p>cabinet government</p> <p>core executive</p> <p>prime ministerial government</p> <p>presidentialism</p> <p>political leadership</p> <p>collective responsibility</p> <p>individual responsibility</p>	<ul style="list-style-type: none"> ■ Role of the Prime Minister and Cabinet — a knowledge and understanding of the role of the Prime Minister and Cabinet within the context of the core executive and the conventions of collective and individual responsibility. (<i>Separate questions will not be set on the civil service.</i>) ■ Powers of the Prime Minister — a knowledge and understanding of the sources of prime ministerial power and of key constraints on the Prime Minister, including external factors that affect executive policy making. ■ Prime ministerial leadership — a knowledge and understanding of the leadership style adopted by Prime Ministers and of the changing relationship between Prime Ministers and their parties, cabinet and Parliament, including debates about the presidentialisation of UK politics.

Judges and Civil Liberties

Key concepts	Content explanation
<p>judiciary</p> <p>judicial independence</p> <p>judicial neutrality</p> <p>civil liberty/civil liberties</p> <p>rule of law</p>	<ul style="list-style-type: none"> ■ Role of the judiciary — a knowledge and understanding of the role and significance of the judiciary in promoting rule-based governance. ■ Power and influence of judges — a knowledge and understanding of the relationship between the judiciary and other branches of government, and of the extent to which judges can check the power of the executive and the legislature. ■ Civil liberties and individual rights — a knowledge and understanding of the impact of the courts on the issues of civil liberties and individual rights including the implications of the Human Rights Act and possible reforms such as the introduction of a supreme court and a constitutional bill of rights, and of the relationship between the judiciary, the European courts and EU law.

3.1 Unit description

Introduction This unit introduces students to key themes in political analysis.

Students will need to study one of the following topics:

Topic A: UK Political Issues

Topic B: Introducing Political Ideologies

Topic C: Representative Processes in the USA

Topic D: Structures of Global Politics.

3.2 Assessment information

This unit will be externally assessed

Written examination: 1 hour 30 minutes

For each topic students are required to answer three short answer questions from a choice of five (15 marks each).

Students are then required to answer one essay question from a choice of three (45 marks).

In all questions, students will be required to demonstrate their knowledge and understanding; analyse and evaluate political information, arguments and explanations; and to construct and communicate coherent arguments.

In addition, synopticity will be assessed through the essay questions in Unit 3. Students will be required to show:

- the ability to identify alternative viewpoints or perspectives on an issue or question
- an awareness of the nature and extent of rivalry between these viewpoints
- an awareness of the significance of the viewpoints for an understanding of the issue or question.

This examination will be marked out of a total of 90 marks.

3.3 Unit 3, Topic A: UK Political Issues

Focus This topic looks at key policy issues in the UK, particularly those that have affected the outcomes of general elections or stimulated public debate.

What students need to learn: *Students taking Unit 3, Topic A must learn all areas within the topic.*

Economic Policy

Key concepts	Content explanation
<p>interventionism</p> <p>free market</p> <p>Keynesianism</p> <p>monetarism</p> <p>privatisation</p> <p>economic globalisation</p>	<ul style="list-style-type: none"> ■ A knowledge of the general relationship between the state and the market in economic policy and of debates about the role of economic management. ■ Specific knowledge of policies in relation to economic growth, stability, privatisation, fiscal and monetary policy, employment, inflation, the distribution of income taxation, exchange rates, and trade unions. ■ The impact of economic globalisation and the EU context of economic policy making should also be taken into account.

Social Welfare, Health and Education

Key concepts	Content explanation
welfare state social rights social security individual/social responsibility marketisation quasi-privatisation universalism	<ul style="list-style-type: none"> ■ A general knowledge of the scope and scale of welfare provision and of the changing emphasis of the welfare debate in the UK. ■ A knowledge of party positions and developing public policy related to the benefits or social security system, the education system, the health service and housing provision. (<i>Specific questions on housing alone will not be set.</i>)

Law, Order and Criminal Justice

Key concepts	Content explanation
public order crime punishment	<ul style="list-style-type: none"> ■ A knowledge of party positions and developing public policy related to crime and public order. This includes changing attitudes towards prison policy, young offenders, anti-terrorism and police powers and accountability. ■ Changing attitudes towards the balance between action against crime and against the causes of crime. ■ Students may also be required to assess the efficacy of law and order policies.

Environmental Policy

Key concepts	Content explanation
<p>environmentalism</p> <p>ecology</p> <p>sustainable growth</p>	<ul style="list-style-type: none"> ■ A knowledge of party positions and developing public policy related to the environment. This includes attitudes to 'climate change', pollution, resource depletion and the environmental aspects of other policy areas such as transport, food, planning and rural affairs. ■ An awareness of the impact of EU and other policies and treaties on UK environmental policy should also be demonstrated.

3.4 Unit 3, Topic B: Introducing Political Ideologies

Focus This topic introduces students to the subject of political ideology and examines the major ideas of liberalism, conservatism, socialism and anarchism.

What students need to learn: *Students taking Unit 3, Topic B must learn all areas within the topic.*

Liberalism

Key concepts	Content explanation
<p>individualism</p> <p>freedom</p> <p>justice</p> <p>rationalism</p> <p>equality</p> <p>liberal democracy</p> <p>constitutionalism</p> <p>consent</p>	<ul style="list-style-type: none"> ■ A knowledge of core ideas, doctrines and theories of liberal ideology, particularly as they affect liberal views on human nature, the state, society and the economy. ■ An ability to discuss differing views and tensions within liberal ideology, notably between classical liberalism and modern liberalism.

Conservatism

Key concepts	Content explanation
tradition organic society hierarchy authority property paternalism libertarianism authoritarianism neoliberalism neoconservatism	<ul style="list-style-type: none"> ■ A knowledge of core ideas, doctrines and theories of conservative ideology, particularly as they affect conservative views on human nature, the state, society and the economy. ■ A knowledge of differing views and tensions within conservative ideology, particularly related to divisions between traditional conservatism and the 'New Right'.

Socialism

Key concepts	Content explanation
co-operation fraternity collectivism social equality communism social democracy social justice third way	<ul style="list-style-type: none"> ■ A knowledge of core ideas, doctrines and theories, particularly as they affect socialist views on human nature, the state, society and the economy. ■ An awareness of differences within socialism, in particular differences between revolutionary and evolutionary socialism and between fundamentalist and revisionism socialism. (<i>Questions will not be set on the features of 20th-century communism alone.</i>)

Anarchism

Key concepts	Content explanation
autonomy utopianism mutualism egoism anarcho-communism anarcho-capitalism anarcho-syndicalism	<ul style="list-style-type: none">■ A knowledge of the core ideas, doctrines and theories of anarchist political thought.■ An awareness of the breadth of anarchism, particularly of differences between collectivist anarchism and individualist anarchism, and of anarchism's relationship to socialism and liberalism.■ A knowledge of the difficulties anarchists have faced in translating their goals into successful political practice.

3.5 Unit 3, Topic C: Representative Processes in the USA

Focus This topic looks at the representative processes of the US political system and considers their adequacy in terms of popular participation and full democracy.

What students need to learn: *Students taking Unit 3, Topic C must learn all areas within the topic.*

Elections and Voting

Key concepts	Content explanation
<p>primary and caucus elections</p> <p>propositions</p> <p>partisanship</p> <p>invisible primaries</p> <p>national party conventions</p> <p>presidential debates</p> <p>congressional elections</p> <p>mid-term elections</p>	<ul style="list-style-type: none"> ■ A knowledge of the electoral mechanisms used in the US system and of their significance. ■ An awareness of the factors that explain the outcomes of recent presidential and congressional elections, including voting behaviour in recent elections and campaign finance.

Political Parties

Key concepts	Content explanation
<p>party decline/renewal</p> <p>two-party system</p> <p>conservative</p> <p>liberalism</p>	<ul style="list-style-type: none"> ■ A knowledge of the ideologies, theories and traditions of the Democrats and Republicans, of conflicts and tendencies within each party, and of their coalitions of supporters. ■ A knowledge of the US party system, of the distribution of power within parties, and of the changing significance of parties as a means of organising the electorate and as channels of political access. ■ A knowledge of minor parties, their impact and obstacles to participation.

Pressure Groups

Key concepts	Content explanation
<p>public interest groups</p> <p>private interest groups</p> <p>lobbying</p>	<ul style="list-style-type: none"> ■ A knowledge of the different categories of groups within the US system and of how they operate. ■ A knowledge of the policy significance of organised groups and interests, of their resources and tactics, and of debates about their impact upon democracy. ■ A knowledge of how they operate to influence specified branches of federal government as well as exploiting the electoral process to enhance their influence.

Racial and Ethnic Politics

Key concepts	Content explanation
<p>civil rights</p> <p>multiculturalism/ multiracialism</p> <p>black nationalism</p> <p>ethnic coalitions and conflicts</p> <p>affirmative action</p>	<ul style="list-style-type: none">■ A knowledge of racial and ethnic diversity in the USA, of key issues in minority politics, including forms of minority political activism, the extent of minority representation and an evaluation of the policies to diminish racial division.

3.6 Unit 3, Topic D: Structures of Global Politics

Focus This topic provides an introduction to global politics by examining key global political structures and systems.

What students need to learn: *Students taking Unit 3, Topic D must learn all areas within the topic.*

Approaches to Global Politics

Key concepts	Content explanation
sovereignty the nation state theories of global politics globalisation interdependence transnational corporations global and local	<ul style="list-style-type: none"> ■ A knowledge of the divisions between realism and idealism, and of the ideas of an anarchic international system and a society of states. ■ A knowledge of the processes of globalisation and its impact on the states system. ■ A knowledge of the factors driving globalisation (economic, cultural, political) and an awareness of debates about the impact of globalisation, and particularly its implications for the nation-state, and debates about the benefits and drawbacks of globalisation.

World Order

Key concepts	Content explanation
<p>power</p> <p>balance of power</p> <p>polarity</p> <p>hegemony</p> <p>nationalism</p>	<ul style="list-style-type: none"> ■ The main focus of the topic will be on developments in the post-1989 period. ■ A knowledge of the changing nature of world order in the 20th and 21st centuries, and an ability to discuss the effects of events such as the collapse of communism on the nature of global order, including an awareness of the implications of conditions such as bipolarity, unipolarity and multipolarity. ■ A knowledge of the differing significance of states in global affairs, of the importance of power (both hard and soft) and why, for instance, some states are classified as great powers or superpowers, or as 'emerging powers'.

Global Governance

Key concepts	Content explanation
<p>international organisations</p> <p>governance</p> <p>intergovernmentalism</p> <p>supranationalism</p>	<ul style="list-style-type: none"> ■ Knowledge of the origins, development and role of major global institutions, from 1945, in relation to the key problems of global politics. ■ The emphasis will be on the role, performance and significance of the United Nations, but students should also have knowledge of other key bodies such as the North Atlantic Treaty Organisation (NATO) and institutions of global economic governance such as the International Monetary Fund (IMF), World Bank, World Trade Organization (WTO) and the Group of Eight (G8).

European Union and Regionalism

Key concepts	Content explanation
<p>Euro-federalism national sovereignty subsidiarity regionalisation</p>	<ul style="list-style-type: none"> ■ Knowledge of the origins and development of the EEC/EC/EU, of the general factors that have fostered European integration, of the major developments through which this has occurred, particularly economic and monetary union, of the process of enlargement, and significance of the EU as an international body. ■ A knowledge of the growth of regional integration globally, of regionalisation organisations outside of Europe, and of debates about the reasons for, and significance of, regionalisation. (<i>Essay questions will not be set on non-European regional organisations.</i>)

4.1 Unit description

Introduction

This unit extends students' understanding of key themes in political analysis.

Students will need to study **one** of the following topics:

Topic A: EU Political Issues

Topic B: Other Ideological Traditions

Topic C: Governing the USA

Topic D: Global Political Issues.

4.2 Assessment information

This unit will be externally assessed

Written examination: 1 hour 30 minutes

For each topic students are required to answer three short-answer questions from a choice of five (15 marks each).

Students are then required to answer one essay question from a choice of three (45 marks).

In all questions, students will be required to demonstrate their knowledge and understanding; analyse and evaluate political information, arguments and explanations; and to construct and communicate coherent arguments.

In addition, synopticity will be assessed through the essay questions in Unit 4. Students will therefore be required to show:

- the ability to identify alternative viewpoints or perspectives on an issue or question
- an awareness of the nature and extent of rivalry between these viewpoints
- an awareness of the significance of the viewpoints for an understanding of the issue or question.

This examination will be marked out of a total of 90 marks.

4.3 Unit 4, Topic A: EU Political Issues

Focus

This topic examines the political issues that have arisen as a result of the process of European integration, and the impact of the EU on the UK. It also looks at European institutions and their inter-relationships and the European economic and social model.

What students need to learn:

Students taking Unit 4, Topic A must learn all areas within the topic.

Impact of the EU on the UK

Key concepts	Content explanation
<p>national sovereignty</p> <p>qualified majority voting (QMV)</p> <p>national veto</p> <p>subsidiarity</p>	<ul style="list-style-type: none"> ■ A knowledge of the impact of the EU on UK policies and political parties, including changes in party attitudes towards the EU. ■ An awareness of the factors that have shaped these policies and debates about their impact and future development. ■ Effects on the constitution, on institutions and institutional relationships and on pressure group politics.

European Integration

Key concepts	Content explanation
Euro-federalism functionalism/ neofunctionalism pooled sovereignty subsidiarity transitional states	<ul style="list-style-type: none"> ■ A knowledge of the process of European integration and of key treaties and phases in the integration process, including the issue of an EU constitution. ■ A knowledge of debates about the implications and benefits of integration, and of the relationship between integration and enlargement.

EU Institutions and Their Relationships

Key concepts	Content explanation
supranationalism intergovernmentalism democratic deficit accountability	<ul style="list-style-type: none"> ■ A knowledge of the key institutions of the EU and of the relationship between and among them, including an awareness of the location of policy-making power within the EU and of the balance of power between the EU and member states and amongst member states. ■ A knowledge of the processes within the EU for ensuring democratic participation and accountability and of the success of the reform process.

Domestic Policy Issues

Key concepts	Content explanation
monetary union open economies labour markets, flexibility and mobility	<ul style="list-style-type: none"> ■ A knowledge of the different economic and social models in EU states and the development of EU economic and social policies such as monetary union, the Common Agricultural Policy, tariffs and trade and those policies contained in the Social Chapter. ■ An awareness of the factors that have shaped these policies and of debates about their impact and future development.

4.4 Unit 4, Topic B: Other Ideological Traditions

Focus This topic examines the ideological traditions that have developed out of, or emerged in opposition to, liberalism, conservatism and socialism.

What students need to learn: *Students taking Unit 4, Topic B must learn all areas within the topic.*

Nationalism

Key concepts	Content explanation
<p>nation</p> <p>nation-state</p> <p>racialism</p> <p>patriotism</p> <p>national self-determination</p>	<ul style="list-style-type: none"> ■ A knowledge of the core ideas, doctrines and theories of nationalism and of the variety of nationalist traditions and their different political manifestations. ■ An understanding of different types of nationalism and the extent to which nationalism relates to other ideological traditions.

Feminism

Key concepts	Content explanation
<p>sex/gender</p> <p>gender equality</p> <p>patriarchy</p> <p>public/private divide</p> <p>essentialism</p>	<ul style="list-style-type: none"> ■ A knowledge of the core ideas, doctrines and theories of feminist thought, of tensions within feminism and of competing feminist traditions, notably an understanding of the distinctive features of liberal feminism, socialist/Marxist feminism and radical feminism, and also taking into account more recent developments.

Ecologism

Key concepts	Content explanation
<p>ecology</p> <p>'hard/soft' ecology</p> <p>deep/shallow ecology</p> <p>environmentalism</p> <p>holism</p> <p>sustainability</p> <p>industrialism</p> <p>social ecology</p> <p>anthropocentrism</p>	<ul style="list-style-type: none"> ■ A knowledge of the core ideas, doctrines and theories of ecological and environmentalist political thinking. ■ An understanding of the range of ecological traditions and differences between them, focusing in particular on conservative/authoritarian ecologism, eco-socialism, eco-anarchism and eco-feminism.

Multiculturalism

Key concepts	Content explanation
<p>communitarianism</p> <p>post-colonialism</p> <p>identity politics</p> <p>minority rights</p> <p>toleration</p> <p>diversity</p> <p>pluralism</p> <p>cosmopolitanism</p>	<ul style="list-style-type: none"> ■ A knowledge of the core ideas, doctrines and theories of multiculturalist political thinking, and an understanding of the range of multiculturalist views and their relationship to political stances such liberalism, pluralism and cosmopolitanism. ■ A critical understanding should also be demonstrated of the effectiveness of multiculturalism in ensuring political stability and inclusion, including critiques of multiculturalism.

4.5 Unit 4, Topic C: Governing the USA

Focus This topic examines the institutional framework of US government and considers the interrelationships between its legislative, executive and judicial processes and the health of US federalism.

What students need to learn: *Students taking Unit 4, Topic C must learn all areas within the topic.*

The Constitution

Key concepts	Content explanation
<p>separation of powers</p> <p>checks and balances</p> <p>Constitutional rights</p>	<ul style="list-style-type: none"> ■ A knowledge of the nature and principles of the US Constitution. ■ An awareness of the constitutional framework within which US institutions operate and of the relationship between the Constitution and practical politics. ■ Constitutional rights and an evaluation of their effectiveness.

Congress

Key concepts	Content explanation
<p>representation</p> <p>government gridlock</p> <p>the committee system of Congress</p>	<ul style="list-style-type: none"> ■ A knowledge of the structure and workings of Congress, of the distribution of power within Congress, and of debates about the adequacy of its representative role. ■ A knowledge of factors influencing the relationship between Congress and the presidency, and an ability to discuss the policy significance and institutional effectiveness of Congress. ■ An awareness of the extent and significance of party allegiance.

Presidency

Key concepts	Content explanation
<p>presidential system</p> <p>imperial presidency</p> <p>Executive Office of the President (EXOP)</p> <p>Cabinet</p> <p>Federal Bureaucracy</p> <p>new federalism</p>	<ul style="list-style-type: none"> ■ A knowledge of the formal and informal sources of presidential power and of the relationships between the presidency and other institutions. ■ An awareness of the factors that affect the role of the presidency and an ability to evaluate the capacity to provide leadership of the presidency and of recent presidents.

Supreme Court

Key concepts	Content explanation
<p>judicial review</p> <p>judicial independence</p> <p>due process</p>	<ul style="list-style-type: none"> ■ A knowledge of the composition and role of the Supreme Court. ■ A knowledge of the process for appointing Federal judges and of debates about the political significance of the Supreme Court and its impact on public policy in the USA.

4.6 Unit 4, Topic D: Global Political Issues

Focus This topic examines key issues in recent global politics and how these issues are dealt with at a global level.

What students need to learn: *Students taking Unit 4, Topic D must learn all areas within the topic.*

Conflict, War and Terrorism

Key concepts	Content explanation
clash of civilisations 'war on terror' 'rogue' states weapons of mass destruction terrorism	<ul style="list-style-type: none"> Knowledge of the key conflicts in the modern world and an awareness of the sources of global conflict, especially linked to developments since 9/11, including issues to do with the so-called 'war on terror', nuclear proliferation and other weapons of mass destruction, and the spread and significance of global terrorism.

Poverty and Development

Key concepts	Content explanation
north-south divide neocolonialism development corruption	<ul style="list-style-type: none"> Knowledge of the nature and extent of global poverty, and a critical awareness of the effectiveness of attempts to reduce poverty through programmes of development, international aid and good governance.

Environmental Issues

Key concepts	Content explanation
environmental crisis ecology global commons sustainability	<ul style="list-style-type: none"> ■ Knowledge of the nature and development of the global environmental crisis, especially linked to the issue of climate change, and an awareness of competing views about how these issues can best be tackled.

Human Rights

Key concepts	Content explanation
human rights international law minority rights humanitarian intervention	<ul style="list-style-type: none"> ■ Knowledge of the role and significance of human rights in international/global politics, of how, and the extent to which, human rights are protected by international law and international courts. ■ Knowledge of the growth of humanitarian intervention in recent international politics and of the case for and against forcible humanitarian intervention. ■ Knowledge of the way human rights have been interpreted and used by different cultural groups.

D Assessment and additional information

Assessment information

Assessment requirements	For a summary of assessment requirements and assessment objectives, see <i>Section B, Specification overview</i> .
Entering candidates for this qualification	Details of how to enter candidates for the examinations for this qualification can be found in Edexcel's Information Manual, copies of which are sent to all examinations officers. The information can also be found on Edexcel's website: www.edexcel.org.uk .
Resitting of units	<p>There is no restriction on the number of times a unit can be attempted prior to claiming certification for the qualification. The best available result for each contributing unit will count towards the final grade.</p> <p>Results of units will be held in Edexcel's unit bank for as many years as this specification remains available. Once the Advanced Subsidiary (AS) or Advanced Level qualification has been certificated, all unit results are deemed to be used up at that level. These results cannot be used again towards a further award of the same qualification at the same level but unit results used for an AS award remain available for use in an Advanced GCE Level award.</p>
Awarding and reporting	<p>The grading, awarding and certification of this qualification will comply with the requirements of the current GCSE/GCE Code of Practice for courses starting in September 2008, which is published by the Qualifications and Curriculum Authority. Qualifications will be graded and certificated on a five-grade scale from A to E. Individual unit results will be reported.</p> <p>A pass in an Advanced Subsidiary or Advanced GCE subject is indicated by one of the five grades A, B, C, D, E of which Grade A* is the highest and Grade E the lowest. Candidates whose level of achievement is below the minimum judged by Edexcel to be of sufficient standard to be recorded on a certificate will receive an unclassified U result.</p>
Performance descriptions	Performance descriptions give the minimum acceptable level for a grade. See <i>Appendix 1</i> for the performance descriptions for this subject.

Unit results

The minimum uniform marks required for each grade for each unit.

Units 1, 2, 3 and 4

Unit grade	A	B	C	D	E
Maximum uniform mark = 100	80	70	60	50	40

Students who do not achieve the standard required for a Grade E will receive a uniform mark in the range 0–39.

Qualification results

The minimum uniform marks required for each grade.

Advanced Subsidiary

Cash-in code 8GP01

Qualification grade	A	B	C	D	E
Maximum uniform mark = 200	160	140	120	100	80

Students who do not achieve the standard required for a Grade E will receive a uniform mark in the range 0–79.

Advanced GCE

Cash-in code 9GP01

Qualification grade	A	B	C	D	E
Maximum uniform mark = 400	320	280	240	200	160

Students who do not achieve the standard required for a grade E will receive a uniform mark in the range 0–159.

Language of assessment

Assessment of this specification will be available in English only. Assessment materials will be published in English only and all work submitted for examination and moderation must be produced in English.

Quality of written communication

Students will be assessed on their ability to:

- ensure writing is legible, with accurate use of spelling, grammar and punctuation in order to make the meaning clear
- select and use a form and style of writing appropriate to purpose and to complex subject matter
- organise relevant information clearly and coherently, using specialist vocabulary when appropriate.

Students will be given the opportunity to demonstrate quality of written communication in Units 1, 2, 3 and 4.

Assessment objectives and weighting

		% in AS	% in A2	% in GCE
AO1	Demonstrate knowledge and understanding of relevant institutions, processes, political concepts, theories and debates.	50%	30%	40%
AO2	Analyse and evaluate political information, arguments and explanations and identify parallels, connections, similarities and differences between aspects of the political systems studied.	30%	50%	40%
AO3	Construct and communicate coherent arguments making use of a range of appropriate political vocabulary.	20%	20%	20%
TOTAL		100%	100%	100%

Synoptic assessment

In synoptic assessment there should be a concentration on the quality of assessment to ensure that it encourages the development of the holistic understanding of the subject.

Synopticity requires students to connect knowledge, understanding and skills acquired in different parts of the Advanced GCE course.

Synoptic assessment is incorporated into Units 3 and 4 through the assessment of synoptic skills. These skills are based on the essential character of politics as an arena of debate, discussion and contending belief. In short, politics exists because people disagree. Political analysis therefore focuses on the nature, scope and sources of conflict and the mechanisms through which conflict resolution is sought, whether or not these are successful.

The synoptic skills that are assessed by the essay questions in Units 3 and 4 are as follows:

- the ability to identify alternative viewpoints or perspectives on an issue or question
- an awareness of the nature and extent of rivalry between these viewpoints
- an awareness of the significance of the viewpoints for an understanding of the issue or question.

Statements of synopticity for each topic in Units 3 and 4

Synopticity in Unit 3, Topic A: UK Political Issues, refers to a candidate's ability to demonstrate an understanding of how different perspectives or rival viewpoints shape disagreement over political issues. This is evident in two main ways. The first is through the attitudes adopted by political parties, and thus through party conflict. The second concerns alternative 'ideological approaches' to issues, notably those advanced by liberalism, conservatism and social democracy or parliamentary socialism.

Synopticity in Unit 4, Topic A: EU Political Issues, involves a recognition of how different perspectives or viewpoints shape competing positions on the nature, development and workings of the EU. Since its creation, the EU has been a controversial institution, and each step in its development has been contested, something that continues to be evident in competing views of its future role and structure.

Synopticity in Unit 3, Topic B: Introducing Political Ideologies and Unit 4, Topic B: Other Ideological Traditions refers to a candidate's ability to demonstrate an understanding of the extent to which political ideologies constitute an arena of competing values, theories, doctrines and beliefs. A central focus of Topic B in both Units 3 and 4 is on developing an understanding of competing ideological traditions in order to become aware of how far they shape political argument and understanding. This is evident in two main ways. The first is through rivalry between and amongst the major ideological tradition encountered in these topics, as they offer different viewpoints on issues such as liberty, equality, justice, human nature and the state. The second is through disagreement within particular ideologies over their core values and beliefs. Disagreement between supporters of the same ideology is often fiercer than disagreement between supporters of rival ideologies because it focuses on the nature of the ideology itself.

Synopticity in Unit 3, Topic C: Representative Processes in the USA and Unit 4, Topic C: Governing the USA refers to a candidate's ability to demonstrate an understanding of the extent of debate and disagreement over the nature, development and workings of the US political system. This is evident in two main ways. The first is through the rival positions adopted by the two main US political parties, and is thus evident in party conflict, sometimes influenced by competing ideological beliefs. The second is through an understanding of whether the US political system provides all of the USA's diverse population with liberty and equality of opportunity. There is disagreement in this sense over the extent to which the aims of the Founding Fathers and the principles embedded in the US constitution are still respected in modern US political practice and reflected in the workings of key US political institutions.

Synopticity in both Unit 3, Topic D: Structures of Global Politics and Unit 4, Topic D: Global Political Issues refers to a candidate's ability to demonstrate an understanding of the extent of debate and disagreement over the nature of international and global politics. This is evident in two main ways.

The first addressed in Unit 3 is through different perspectives on international relations and global politics. The most prominent of these viewpoints have been idealism, liberalism and realism, which offer competing perspectives on matters such as the nature of international conflict and war, and the prospects for global governance and international cooperation.

The second is through rival viewpoints and positions on the key global issues addressed in Unit 4. This extends from competing stances on the relationship between globalisation and poverty to disagreement over the best way in which global environmental challenges, such as climate change, can be addressed.

Stretch and challenge

Students can be stretched and challenged in A2 units through the use of different assessment strategies, for example:

- using a variety of stems in questions — for example analyse, evaluate, discuss, compare
- ensuring connectivity between sections of questions
- a requirement for extended writing
- use of a wider range of question types to address different skills — for example open-ended questions, case studies, etc
- improvement of synoptic assessment.

Stretch and challenge in the context of politics requires students to offer sustained analysis which directly addresses the focus of the question. Students demonstrate explicit understanding of the key issues raised by the question, evaluating arguments and — as appropriate — interpretations. The analysis will be supported by an appropriate range and depth of accurate and well-selected factual material.

Additional information

Malpractice and plagiarism

For up-to-date advice on malpractice and plagiarism, please refer to the Joint Council for Qualifications — Suspected Malpractice in Examinations: Policies and Procedures document on the JCQ website www.jcq.org.uk.

Access arrangements and special requirements

Edexcel's policy on access arrangements and special considerations for GCE, GCSE, and Entry Level aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the Disability Discrimination Act 1995 and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence.

Please see the Edexcel website (www.edexcel.org.uk/sfc) for:

- the JCQ policy Access Arrangements and Special Considerations, Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examination
- the forms to submit for requests for access arrangements and special considerations
- dates for submission of the forms.

Requests for access arrangements and special considerations must be addressed to:

Special Requirements
Edexcel
One90 High Holborn
London
WC1V 7BH.

Disability Discrimination Act

Please see *Appendix 7* for the Advanced GCE in Government and Politics Disability Discrimination Act information.

Prior learning and progression

Prior learning

Students who would benefit most from studying a GCE in Government and Politics are likely to have a Level 2 qualification such as a GCSE at grades A*–C.

Progression

This qualification supports progression into further education such as honours degrees in politics or political science, or honours degrees in related subjects such as history, geography, economics, international relations and social policy.

This qualification may also support progression to vocational qualifications such as the Level 5 BTEC Higher National Certificate/Diploma in Public Services or the Level 5 BTEC Higher National Certificate/Diploma in Media (Journalism).

Combinations of entry

There are no forbidden combinations.

Student recruitment

Edexcel's access policy concerning recruitment to our qualifications is 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.

Key skills

This qualification provides opportunities for developing and generating evidence for assessing the key skills listed below:

- application of number
- communication
- information and communication technology
- improving own learning and performance
- problem solving
- working with others.

Further details are available in *Appendices 2 and 3*.

This qualification will be mapped to functional skills once they are finalised. Information will be available on our website (www.edexcel.org.uk/gce2008) at a later date.

The wider curriculum

This qualification provides opportunities for developing an understanding of moral, ethical, social and cultural issues, together with an awareness of environmental issues, citizenship, and European developments consistent with relevant international agreements appropriate as applied to politics. *Appendix 4: Wider curriculum* maps the opportunities available.

Edexcel publications

You can order further copies of the specification and SAMs documents from:

Edexcel Publications
Adamsway
Mansfield
Notts
NG18 4FN

Telephone: 01623 467467
Fax: 01623 450481
Email: publications@linneydirect.com
Website: www.edexcel.org.uk

Additional resources endorsed by Edexcel

Edexcel also endorses additional materials written to support this qualification.

Any resources bearing the 'Endorsed by Edexcel' logo have been through a rigorous quality assurance process to ensure complete and accurate support for the specification. For up-to-date information about endorsed resources, please visit www.edexcel.org.uk/endorsed.

Please note that while resources are checked at the time of publication, materials may be withdrawn from circulation and website locations may change.

The resources listed are intended to be a guide for teachers and not a comprehensive list. Further suggestions can be found in *Appendix 6, Further resources and support*.

Please see www.edexcel.org.uk/gce2008 for up-to-date information.

Support

Edexcel support services

Edexcel has a wide range of support services to help you implement this qualification successfully.

ResultsPlus — ResultsPlus is a new application launched by Edexcel to help subject teachers, senior management teams, and students by providing detailed analysis of examination performance. Reports that compare performance between subjects, classes, your centre and similar centres can be generated in 'one-click'. Skills maps that show performance according to the specification topic being tested are available for some subjects. For further information about which subjects will be analysed through ResultsPlus, and for information on how to access and use the service, please visit www.edexcel.org.uk/resultsplus.

Ask the Expert — Ask the Expert is a new service, launched in 2007, that provides direct email access to senior subject specialists who will be able to answer any questions you might have about this or any other specification. All of our specialists are senior examiners, moderators or verifiers and they will answer your email personally. You can read a biography for all of them and learn more about this unique service on our website at www.edexcel.org.uk/asktheexpert.

Ask Edexcel — Ask Edexcel is Edexcel's online question and answer service. You can access it at www.edexcel.org.uk/ask or by going to the main website and selecting the Ask Edexcel menu item on the left.

The service allows you to search through a database of thousands of questions and answers on everything Edexcel offers. If you don't find an answer to your question, you can choose to submit it straight to us. One of our customer services team will log your query, find an answer and send it to you. They'll also consider adding it to the database if appropriate. This way the volume of helpful information that can be accessed via the service is growing all the time.

Examzone — The examzone site is aimed at students sitting external examinations and gives information on revision, advice from examiners and guidance on results, including re-marking, re-sitting and progression opportunities. Further services for students — many of which will also be of interest to parents — will be available in the near future. Links to this site can be found on the main homepage at www.edexcel.org.uk.

Training

A programme of professional development and training courses, covering various aspects of the specification and examination, will be arranged by Edexcel each year on a regional basis. Full details can be obtained from:

Professional Development and Training
Edexcel
One90 High Holborn
London
WC1V 7BH

Telephone: 0870 240 9800
Fax: 0845 359 1909
Email: trainingenquiries@edexcel.org.uk
Website: www.edexcel.org.uk

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Introduction

Performance descriptions have been created for all GCE subjects. They describe the learning outcomes and levels of attainment likely to be demonstrated by a representative candidate performing at the A/B and E/U boundaries for AS and A2.

In practice most candidates will show uneven profiles across the attainments listed, with strengths in some areas compensating in the award process for weaknesses or omissions elsewhere. Performance descriptions illustrate expectations at the A/B and E/U boundaries of the AS and A2 as a whole; they have not been written at unit level.

Grade A/B and E/U boundaries should be set using professional judgement. The judgement should reflect the quality of candidates' work, informed by the available technical and statistical evidence. Performance descriptions are designed to assist examiners in exercising their professional judgement. They should be interpreted and applied in the context of individual specifications and their associated units. However, performance descriptions are not designed to define the content of specifications and units.

The requirement for all AS and A level specifications to assess candidates' quality of written communication will be met through one or more of the assessment objectives.

The performance descriptions have been produced by the regulatory authorities in collaboration with the awarding bodies.

AS performance descriptions for Government and Politics

Assessment objectives	Assessment objective 1	Assessment objective 2	Assessment objective 3
A/B boundary performance descriptions	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> a) demonstrate full and accurate knowledge of political institutions and processes and a sound understanding of political concepts, theories and debates b) produce answers that deploy relevant knowledge to answer the question c) demonstrate clear contextual awareness d) use relevant evidence and, where appropriate, contemporary examples to illustrate points made. 	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> a) provide analyses that display a sound awareness of differing viewpoints and a clear recognition of issues b) evaluate political institutions, process and behaviour, applying appropriate concepts and theories c) make valid comparisons. 	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> a) construct and communicate clear, structured and sustained arguments and explanations b) use accurate political vocabulary.
E/U boundary performance descriptions	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> a) demonstrate a basic knowledge of political institutions and processes and begin to show some understanding of political concepts, theories and debates b) make a limited attempt at answering the question c) produce at least one piece of relevant evidence, which may be drawn from source material provided. 	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> a) show some basic awareness of differing viewpoints b) attempt simple evaluation of political institutions, processes and behaviour c) make simple comparisons. 	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> a) attempt to communicate and develop an argument or explanation b) use basic political vocabulary.

A2 performance descriptions for Government and Politics

Assessment objectives	Assessment objective 1	Assessment objective 2	Assessment objective 3
A/B boundary performance descriptions	<p>Demonstrate knowledge and understanding of relevant institutions, processes, political concepts, theories and debates.</p> <p>Candidates characteristically:</p> <ol style="list-style-type: none"> demonstrate accurate, detailed and comprehensive knowledge of political institutions and processes, and a competent understanding of political concepts, theories and debates, incorporating the relevant specification content produce answers which fully address the requirements of the question demonstrate good contextual awareness provide accurate evidence and, where appropriate, contemporary examples deployed to illustrate points made. 	<p>Analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences between aspects of the political systems studied.</p> <p>Candidates characteristically:</p> <ol style="list-style-type: none"> provide analysis that synthesises political concepts, theories or issues evaluate political information clearly and fully, using appropriate supporting evidence that may be drawn from the whole specification make effective comparisons, explaining parallels, connections, similarities or differences. 	<p>Construct and communicate coherent arguments making use of a range of appropriate political vocabulary.</p> <p>Candidates characteristically:</p> <ol style="list-style-type: none"> construct and communicate cogent and coherent arguments and explanations illustrate a clear sense of direction and, where appropriate, culminate in a coherent conclusion which flows from the discussion use a range of relevant evidence and appropriate political vocabulary.
E/U boundary performance descriptions	<p>Candidates characteristically:</p> <ol style="list-style-type: none"> demonstrate an outline knowledge and understanding of political institutions and processes, political concepts, theories and debates, with evidence of some relevant specification content make a limited attempt at answering the question demonstrate some basic contextual awareness provide some relevant evidence or examples. 	<p>Candidates characteristically:</p> <ol style="list-style-type: none"> offer limited analysis that shows some awareness of differing ideas attempt a simple evaluation of political institutions, processes, behaviour, arguments or explanations, and make some comparisons outline basic concepts and theories demonstrate some recognition of basic parallels and connections or similarities and differences. 	<p>Candidates characteristically:</p> <ol style="list-style-type: none"> construct and communicate some arguments and explanations with a structure that is narrative or descriptive illustrate a sense of direction and, where appropriate, offer a conclusion, though relationship to the preceding discussion may be tenuous or implicit use some relevant evidence and some appropriate political vocabulary.

Appendix 2 Key skills mapping

Key skills (Level 3)	Unit 1	Unit 2	Unit 3	Unit 4
Application of number				
N3.1	✓	✓	✓	✓
Communication				
C3.1a	✓	✓	✓	✓
C3.1b	✓	✓	✓	✓
C3.2	✓	✓	✓	✓
C3.3	✓	✓	✓	✓
Information and communication technology				
ICT3.1	✓	✓	✓	✓
ICT3.2	✓	✓	✓	✓
ICT3.3	✓	✓	✓	✓
Improving own learning and performance				
LP3.1	✓	✓	✓	✓
LP3.2	✓	✓	✓	✓
LP3.3	✓	✓	✓	✓
Problem solving				
PS3.1	✓	✓	✓	✓
PS3.2	✓	✓	✓	✓
PS3.3	✓	✓	✓	✓
Working with others				
WO3.1	✓	✓	✓	✓
WO3.2	✓	✓	✓	✓
WO3.3	✓	✓	✓	✓

Appendix 3 Key skills development

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions for opportunities for the generation of Level 3 key skill evidence are given here.

Application of number — Level 3

Key skills portfolio evidence requirement		AS/A2 unit	Opportunities for development or internal assessment
N3.1	Plan an activity and get relevant information from relevant sources.	1, 2, 3, 4	There are examples of activities arising from the specification content that could be used, eg statistics relating to election outcomes or demographic statistics, deriving from, for example, official government sources or the press or the internet and reflecting the respective purposes of those different sources.

Communication — Level 3

Key skills portfolio evidence requirement		AS/A2 unit	Opportunities for development or internal assessment
C3.1a	Take part in a group discussion.	1, 2, 3, 4	There are numerous topics throughout the specification that could be used to create a group discussion. Some examples are: democracy as against dictatorship, constitutional reform (Units 1 and 2); the relationship between the House of Commons and the House of Lords (Unit 2); the democratic accountability of EU institutions, European integration as against Euro-scepticism (Unit 4, Topic A); different ideological traditions (Units 3, Topic B and 4, Topic B).
C3.1b	Make a formal presentation of at least eight minutes using an image or other support material.	1, 2, 3, 4	Students could choose a topic and build a presentation around it, eg the relationship between the state and the market in managing economic policy (Unit 3, Topic A); the implications for the UK political system of membership of the EU (Unit 4, Topic A). Presentations could also be made on a number of topics from other units, eg those specified in C3.1a above.
C3.2	Read and synthesise information from at least two documents about the same subject. Each document must be a minimum of 1000 words long.	1, 2, 3, 4	Students will have a number of opportunities to read and synthesise information from two extended documents. For example, as part of their preparation for the discussion and presentation of a complex subject, students will need to carry out preliminary research. Extended documents could include textbooks and reports and articles of more than three pages. At least one of these documents should contain an image from which students can draw appropriate and relevant information.
C3.3	Write two different types of documents, each one giving different information about complex subjects. One document must be at least 1000 words long.	1, 2, 3, 4	All units offer naturally occurring opportunities to meet this section.

Information and communication technology — Level 3

Key skills portfolio evidence requirement		AS/A2 unit	Opportunities for development or internal assessment
ICT3.1	Search for information, using different sources, and multiple search criteria in at least one case.	1, 2, 3, 4	<p>When producing work for their Government and Politics Advanced GCE, students will have numerous opportunities to use relevant information technology in all units. The internet, CD ROMs, etc could be used to search for and collect information. Students will need to plan, and document, how they are to use ICT as part of the activity, including how they will search for and incorporate relevant information from different electronic sources</p> <p>Examples of activities are: the factors influencing the outcomes of recent general elections (Unit 1); the changing emphasis of the welfare debate in the UK (Unit 3, Topic A); a knowledge of the key EU institutions and of the balance of policy-making power between them (Unit 4, Topic A).</p>
ICT3.2	Enter and develop the information and derive new information.	1, 2, 3, 4	<p>Students could bring together their selected information in a consistent format, and use automated routines where appropriate. For example, using icons and macros to generate standard forms of lists, tables, images etc.</p> <p>Students could sort and group the information generated, to allow them to draw conclusions, producing graphs and charts if appropriate.</p>
ICT3.3	Present combined information such as text with image, text with number, image with number.	1, 2, 3, 4	<p>In presenting information, students will need to develop a structure which may involve the modification of templates, the application of page numbers, dates etc.</p>

Improving own learning and performance — Level 3

Key skills portfolio evidence requirement		AS/A2 unit	Opportunities for development or internal assessment
LP3.1	Set targets using information from appropriate people and plan how these will be met.	1, 2 3, 4	Understanding the importance of citizenship, democracy and participation (Unit 1) offers the opportunity for each student to set their own particular skills targets in an action plan and work to meet those targets, with appropriate support from others, eg their tutor. Students could plan to improve their essay writing, examination or data response skills. This key skill can form a very effective focus for a tutorial programme or a study skills unit. It can be used to monitor progress and develop career awareness and skills.
LP3.2	Take responsibility for your learning, using your plan to help meet targets and improve your performance.	1, 2, 3, 4	Students use the plan effectively when improving their skills. This will involve prioritising action, managing time effectively and revising their plan as necessary. The student should seek and use feedback and support and draw on different approaches to learning.
LP3.3	Review progress and establish evidence of your achievements.	1, 2, 3, 4	Students should review their own progress and the quality of their learning and performance. They should identify targets met, providing evidence of achievements from relevant sources. They should confirm with others, eg their tutor, actions for improving their performance.

Problem solving — Level 3

Key skills portfolio evidence requirement		AS/A2 unit	Opportunities for development or internal assessment
PS3.1	Explore a problem and identify different ways of tackling it.	1, 2, 3, 4	Students will need to identify the problem and explore its main features and agree standards that have to be met to show successful resolution of the problem.
PS3.2	Plan and implement at least one way of solving the problem.	1, 2, 3, 4	Students are required to select and use appropriate methods for generating different options for tackling the problem and compare the features of each topic, selecting the most suitable one.
PS3.3	Check if the problem has been solved and review your approach to problem solving.	1, 2, 3, 4	The implementation of the chosen topic will need to be planned and permission gained to implement it. Implementation of the plan should involve full use of support and feedback from others, with progress reviews and alterations to the plan as necessary.

Working with others — Level 3

Key skills portfolio evidence requirement		AS/A2 unit	Opportunities for development or internal assessment
WO3.1	Plan work with others.	1, 2, 3, 4	There are examples of topics which could be suitable for group work in each unit in the specification. Students could work in groups of 6–8 and be required to investigate a given topic. Initial work will require identification of and agreeing of objectives and planning how to meet these, including any necessary action and resources required. The group needs to agree responsibilities and working arrangements.
WO3.2	Seek to develop co-operation and check progress towards your agreed objectives.	1, 2, 3, 4	When working towards their agreed objectives students could work in pairs, with each pair taking a specific perspective(s). Students will need to plan and organise their work effectively, to meet agreed deadlines and maintain appropriate working relationships.
WO3.3	Review work with others and agree ways of improving collaborative work in the future.	1, 2, 3, 4	Once completed, the full group needs to review outcomes against the agreed objectives. In doing this they should identify factors that have influenced the outcome and agree on the ways in which the activity could have been carried out more effectively.

Appendix 4 Wider curriculum

Signposting

Issue	Unit 1	Unit 2	Unit 3	Unit 4
Moral	✓	✓	✓	✓
Ethical	✓	✓	✓	✓
Social			✓	✓
Cultural			✓	✓
Citizenship	✓	✓	✓	
Environmental			✓	✓
European initiatives		✓	✓	✓

Development suggestions

Issue	AS/A2 units	Opportunities for development or internal assessment
Moral	1, 2, 3, 4	<ul style="list-style-type: none"> ■ Unit 1 — in particular when discussing party policies and ideas and pressure groups ■ Unit 2 — in particular when discussing judges and civil liberties ■ Unit 3, Topic A — when discussing the issues which shape policy such as social issues, welfare and education, law and order and the environment ■ Unit 3, Topic B and Unit 4, Topic B — when discussing different ideologies ■ Unit 3, Topic C — when discussing pressure groups and race ■ Unit 3, Topic D and Unit 4, Topic D — when discussing approaches to global governance, and global war, terrorism, poverty, the environment and human rights
Ethical	1, 2, 3, 4	<ul style="list-style-type: none"> ■ Unit 1 — in particular when discussing party policies and ideas and pressure groups ■ Unit 2 — in particular when discussing judges and civil liberties ■ Unit 3, Topic A — when discussing the issues which shape policy such as social issues, welfare and education, law and order and the environment ■ Unit 3, Topic B and Unit 4, Topic B — when discussing different ideologies ■ Unit 3, Topic C — when discussing pressure groups and race ■ Unit 3, Topic D and Unit 4, Topic D — when discussing approaches to global governance, and global war, terrorism, poverty, the environment and human rights

Appendix 4 Wider curriculum

Issue	AS/A2 units	Opportunities for development or internal assessment
Social	3, 4	<ul style="list-style-type: none"> ■ Unit 3, Topic A – social issues, welfare and education ■ Unit 3, Topic C and Unit 4, Topic C – through examining US politics ■ Unit 3, Topic D and Unit 4, Topic D – through examining international politics
Cultural	3, 4	<ul style="list-style-type: none"> ■ Unit 3, Topic A – social issues, welfare and education ■ Unit 3, Topic C and Unit 4, Topic C – through examining US politics ■ Unit 3, Topic D and Unit 4, Topic D – through examining international politics
Citizenship	1, 2, 3	<ul style="list-style-type: none"> ■ Unit 1 – democracy and political participation, elections ■ Unit 2 – governmental processes and inter-relationship of institutions ■ Unit 3, Topic A – social welfare, health and education, law, order and criminal justice
Environmental	3, 4	<ul style="list-style-type: none"> ■ Unit 3, Topic A – environmental policies ■ Unit 4, Topic B – ecologism as a political ideology ■ Unit 4, Topic D – global approaches to the environment
European initiatives	2, 3, 4	<ul style="list-style-type: none"> ■ Unit 2 – relationship of Parliament to the EU, the relationship between the judiciary, European Courts and EU law ■ Unit 3, Topic D – European Union and Regionalism ■ Unit 4, Topic A – EU Political Issues

Type of code	Use of code	Code number
National classification codes	Every qualification is assigned to a national classification code indicating the subject area to which it belongs. Centres should be aware that students who enter for more than one GCE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the school and college performance tables.	4830
National Qualifications Framework (NQF) codes	Each qualification title is allocated a QCA National Qualifications Framework (NQF) code. The QCA National Qualifications Framework (NQF) code is known as a Qualification Accreditation Number (QAN). This is the code that features in the DfES Funding Schedule, Sections 96 and 97, and is to be used for all qualification funding purposes. The QCA QAN is the number that will appear on the student's final certification documentation.	The QANs for the qualifications in this publication are: AS — 500/2617/3 Advanced GCE — 500/2310/X
Unit codes	Each unit is assigned a unit code. This unit code is used as an entry code to indicate that a student wishes to take the assessment for that unit. Centres will need to use the entry codes only when entering students for their examination.	Unit 1 — 6GP01 Unit 2 — 6GP02 Unit 3 — 6GP03 Unit 4 — 6GP04
Cash-in-codes	The cash-in code is used as an entry code to aggregate the student's unit scores to obtain the overall grade for the qualification. Centres will need to use the entry codes only when entering students for their qualification.	AS — 8GP01 Advanced GCE — 9GP01
Entry codes	The entry codes are used to: 1 enter a student for the assessment of a unit 2 aggregate the student's unit scores to obtain the overall grade for the qualification.	Please refer to the Edexcel Information Manual available on the Edexcel website.

Books**A Books that cover parts of or all of the AS**

- Brazier R — *Constitutional Reform* (Oxford University Press, 1998)
- Dunleavy P et al — *Developments in British Politics 8* (Palgrave Macmillan, 2006)
- Foley M — *The Rise of the British Presidency* (Manchester University Press, 1993)
- Grant M — *AS Level Government and Politics* (Nelson Thornes, 2005)
- Grant W — *Pressure Groups and British Politics* (Palgrave Macmillan, 2000)
- Griffith J A G — *The Politics of the Judiciary, 5th Edition* (Fontana, 1997)
- Hazell R (editor) — *Constitutional Futures* (Clarendon Press, 1999)
- Hennessy P — *The Hidden Wiring: Unearthing the British Constitution* (Orion, 1996)
- Heywood A — *Essentials of UK Politics: An Introduction* (Palgrave Macmillan, 2008)
- Heywood A — *Key Concepts in Politics: An Introduction* (Palgrave Macmillan, 2000)
- Jones B (editor) et al — *Politics UK, 6th Edition* (Longman, 2006)
- Jones B and Kavanagh D (editors) — *British Politics Today, 6th Edition* (Manchester University Press, 2003)
- Kingdom J — *Government and Politics in Britain, 3rd Edition* (Polity Press, 2003)
- Kingdom J — *British Politics: A Global Perspective* (Polity Press, 2008)
- Leach R, Coxall B and Robin L — *British Politics* (Palgrave Macmillan, 2006)

Lipow A — *Political Parties and Democracy* (Pluto Press, 1996)

Marr A — *Ruling Britannia* (Penguin, 1996)

McNaughton N — *Success in AS Politics for Edexcel* (Hodder Arnold, 2006)

Norton P — *Does Parliament Matter?* (Palgrave Macmillan, 1999)

Norton P — *The British Polity* (Longman, 2008)

Pyper R — *The British Civil Service* (Palgrave Macmillan, 2008)

Roberts D — *British Politics in Focus* (Causeway Press, 2004)

Stoker G — *Why Politics Matters: Making Democracy Work* (Palgrave Macmillan, 2006)

Lee S — *Judging Judges, 2nd Edition* (Faber and Faber, 1989)

B Books that cover Key Themes at A2

UK Political Issues

Budge I and McKay D — *The Developing British Political System: The 1990s, 3rd Edition* (Longman, 1993)

Dorey P — *British Politics Since 1945* (Blackwell, 1995)

Dunleavy P et al (editors) — *Developments in British Politics 8* (Palgrave Macmillan, 2006)

Jones B — *Political Issues in Britain Today, 5th Edition* (Manchester University Press, 1999)

Jones B et al — *Politics UK, 6th Edition* (Longman, 2006)

Mullard M (editor) — *Policy Making in Britain: An Introduction* (Routledge, 1995)

Baggott R — *Understanding Health Policy* (Policy Press, 2007)

Baggott R — *Health and Health Care in Britain* (Palgrave Macmillan, 2004)

Carter A — *The Politics of Women's Rights* (Longman, 1988)

Deakin N — *The Politics of Welfare: Continuities and Change, 2nd Edition* (Harvester Wheatsheaf, 1994)

Gamble A — *Britain in Decline: Economics Policy, Political Strategy and the British State, 4th Edition* (Palgrave Macmillan, 1994)

Kavanagh D — *Election Campaigning: The New Politics of Marketing* (Blackwell, 1995)

McCormick J — *Understanding the European Union, 3rd Edition* (Palgrave Macmillan, 2005)

Robinson M — *The Greening of British Party Politics* (Manchester University Press, 1992)

Solomos J — *Race and Racism in Britain* (Palgrave Macmillan, 2003)

Watts D — *Introducing the European Union* (Perpetuity Press, 1996)

Watts D — *British Government and Politics: A Comparative Guide* (Edinburgh University Press, 2006)

Watts D — *A Glossary of UK Government and Politics* (Edinburgh University Press, 2007)

Watts D and Pilkington C — *Britain in the European Union Today, 3rd Edition* (Manchester University Press, 2005)

EU Political Issues

McNaughton N — *Understanding British and European Political Issues* (Manchester University Press, 2003)

(This is a standard textbook for Topic A in both Units 3 and 4.)

Pinder J — *The European Union, A Very Short Introduction* (Oxford Paperbacks, 2001)

Warleigh A — *European Union Textbook: The Basics* (Routledge, 2006)

(These two books provide a good introduction.)

Cram L — *Developments in the European Union 2* (Palgrave Macmillan, 2004)

(A more advanced series of articles on specific institutions and policy areas.)

McCormick J — *Understanding the European Union: A Concise Introduction* (Palgrave Macmillan, 2005)

(Clear and detailed explanation of the basics, institutions, policies, concepts, etc.)

Geddes A — *Britain and the European Union* (Palgrave Macmillan, 2004)

(Very detailed account of UK role and attitudes to EU.)

Giddens A, Diamond P and Liddle R — *Global Europe, Social Europe* (Polity Press, 2006)

Giddens A — *Europe in the Global Age* (Polity Press, 2006)

Political Ideologies

Adams I — *Political Ideologies Today, 2nd Edition* (Manchester University Press, 2001)

Arblaster A — *The Rise and Decline of Western Liberalism* (Blackwell, 1986)

Bramwell A — *Ecology in the 20th Century: A History* (Yale University Press, 1989)

Bryson V — *Feminist Political Theory: An Introduction, 2nd Edition* (Palgrave Macmillan, 2003)

Carens J — *Culture, Citizenship and Community* (Oxford University Press, 1998)

Dobson A — *The Green Reader* (Andre Deutsch, 1997)

Dobson A — *Green Political Thought, 4th Edition* (Routledge, 2007)

Eatwell R and Wright A (editors) — *Contemporary Political Ideologies* (Continuum, 2000)

Eccleshall R, Geoghegan V, Lloyd M, Mackenzie I, Wilford R, Kenny M and Findlayson A — *Political Ideologies: An Introduction, 3rd Edition* (Routledge, 2001)

Festenstein M and Kenny M (editors) — *Political Ideologies: A Reader and Guide* (Oxford University Press, 2005)

Giddens A — *The Third Way and its Critics* (Polity Press, 2000)

Goodwin B — *Using Political Ideas* (Wiley, 2007)

Gray J — *Liberalism, 2nd Edition* (Open University Press, 1995)

Griffin R — *The Nature of Fascism* (Routledge, 2004)

Grosby S — *Nationalism: A Very Short Introduction* (Oxford University Press, 2005)

Heffernan R — *New Labour and Thatcherism: Political Change in Britain* (Palgrave Macmillan, 2001)

Heywood A — *Political Ideologies, 4th Edition* (Palgrave Macmillan, 2007)

Heywood A — *Political Theory, 3rd Edition* (Palgrave Macmillan, 2004)

Hoffman J and Graham P — *Introduction to Political Ideologies* (Pearson, 2006)

Holden B — *Understanding Liberal Democracy, 2nd Edition* (Prentice Hall, 1993)

Kymlika W — *Multicultural Citizenship: A Liberal Theory of Minority Rights* (Oxford University Press, 1995)

Leach R — *Political Ideologies in Britain* (Palgrave Macmillan, 2002)

Martell L (editor) — *Social Democracy: Global and National Perspectives* (Palgrave Macmillan, 2001)

Newman M — *Socialism: A Very Short Introduction* (Oxford University Press, 2005)

Parekh B — *Rethinking Multiculturalism: Cultural Diversity and Political Theory* (Palgrave Macmillan, 2005)

Sassoon D — *One Hundred Years of Socialism* (Fontana, 1997)

Scruton R — *The Meaning of Conservatism* (Palgrave Macmillan, 2001)

Spencer P and Wollman H — *Nationalism: A Critical Introduction* (Sage, 2002)

Vincent A — *Modern Political Ideologies* (Blackwell, 1992)

Walters M — *Feminism: A Very Short Introduction* (Oxford University Press, 2005)

Ward C — *Anarchism: A Very Short Introduction* (Oxford University Press, 2004)

Wright T — *Socialisms: Old and New* (Routledge, 1996)

US Politics

Ashbee E — *American Society Today* (Manchester University Press, 2002)

Ashbee E and Ashford N — *US Politics Today, 2nd Edition* (Manchester University Press, 2004)

Ashbee E — *Representation in the USA (Resource Pack)* (Hodder Arnold H&S, 2003)

Ashbee E — *Governing the USA (Teacher Resource Pack)* (Hodder Arnold H&S, 2003)

Bennett A J — *A2 US and Comparative Government and Politics* (Philip Allan, 2005)

Bowles N — *The Government and Politics of the United States* (Palgrave Macmillan, 1998)

Brogan P and Garratt C — *Introducing American Politics* (Icon Books, 1999)

Grant A — *The American Political Process* (Routledge, 2003)

McKay D — *American Politics and Society, 6th Edition* (Blackwell, 2005)

McKeever R, Zvesper J and Maidment R — *Politics USA, 2nd Edition* (Longman, 2005)

Peele G et al — *Developments in American Politics 5* (Palgrave Macmillan, 2006)

Storey W — *US Government and Politics* (Edinburgh University Press, 2007)

Walker T and Epstein L — *The Supreme Court of the United States* (Palgrave Macmillan, 1993)

Watts D — *Understanding American Government and Politics* (Manchester University Press, 2006)

Williams A — *US — Government and Politics, 2nd Edition* (Heinemann, 1998)

Global Politics

Baylis J and Smith S — *The Globalization of World Politics, 3rd Edition* (Oxford University Press, 2004)

Evans G and Newnham J — *The Penguin Dictionary of International Relations* (Penguin Books, 1998)

Goldstein J S and Pevehouse J C — *International Relations Brief* (Longman, 2006)

Jones P — *Introducing International Politics* (Sheffield Hallam University Press, 2003)

Nicolson M — *International Relations: A Concise Introduction, 2nd Edition* (New York University Press, 2003)

Rourke J T — *International Politics on the World Stage, 11th Edition* (McGraw-Hill, 2007)

Halliday F — *Rethinking International Relations* (Palgrave Macmillan, 1994)

Hancock P et al — *Politics in Western Europe, 2nd Edition* (Palgrave Macmillan, 1998)

Holsti K J — *International Politics: A Framework for Analysis* (Prentice Hall, 1994)

Kegley C W — *World Politics, 11th Edition* (Wadsworth, 2006)

Luard E — *The United Nations, 2nd Edition* (St Martin's Press, 1998)

Pilkington C — *Britain in the European Union Today, 3rd Edition* (Manchester University Press, 2005)

Snow D — *Distant Thunder: Patterns of Conflict in the Developing World, 2nd Edition* (M E Sharpe, 1997)

Snow D — *The Shape of the Future: World Politics in a New Century, 3rd Edition* (M E Sharpe, 1998)

Tugendhat C and Wallace W — *Options for British Foreign Policy in the 1990s* (Routledge, 1988)

Useful websites

www.edexcel.org.uk/gce2008
Edexcel GCE 2008 website

www.bbc.co.uk
BBC website

www.direct.gov.uk
website of the UK Government

www.economist.com
The Economist magazine

www.ft.com
The Financial Times

www.greenpeace.org
Greenpeace

www.guardianunlimited.co.uk
The Guardian newspaper

www.hansard-society.org.uk
The Hansard Society for parliamentary Government

www.imf.org
International Monetary Fund

www.psa.ac.uk
The Political Studies Association

www.un.org
United Nations

www.worldbank.org
World Bank

www.wto.org
World Trade Organization

Other support

Specialised articles which may be relevant to the specification appear in the following journals:

- *Talking Politics*, the Journal of the Politics Association
- *Parliamentary Affairs*, the Journal of the Hansard Society for Parliamentary Government.

They are both available from Philip Allan Publishers Ltd, Market Place, Deddington, Oxford, OX5 4SE.

- *Developments in Politics, An Annual Review*, available from Causeway Press, PO Box 13, Ormskirk, Lancashire L39 5HP

Students studying Unit 3, Topic A and Unit 4, Topic A may also find specialised articles appear in:

- *Contemporary British History*, the Journal of Contemporary British History, available from Frank Cass, Newbury House, 890-900 Eastern Avenue, Newbury park, Ilford, Essex IG2 7HH
- *The British Journal of Politics and International Relations* (Blackwell).

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The revised AS/A level qualification and subject criteria were reviewed to identify whether any of the competences required by the subject presented a potential barrier to any disabled candidates. If this was the case, the situation was reviewed again to ensure that such competences were included only where essential to the subject. The findings of this process were discussed with disability groups and with disabled people.

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments. For this reason, very few candidates will have a complete barrier to any part of the assessment. For information on reasonable adjustments please see the Edexcel website (www.edexcel.org.uk/sfc).

Candidates who are still unable to access a significant part of the assessment, even after exploring all possibilities through reasonable adjustments, may still be able to receive an award. They would be given a grade on the parts of the assessment they have taken and there would be an indication on their certificate that not all of the competencies have been addressed. This will be kept under review and may be amended in the future.

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