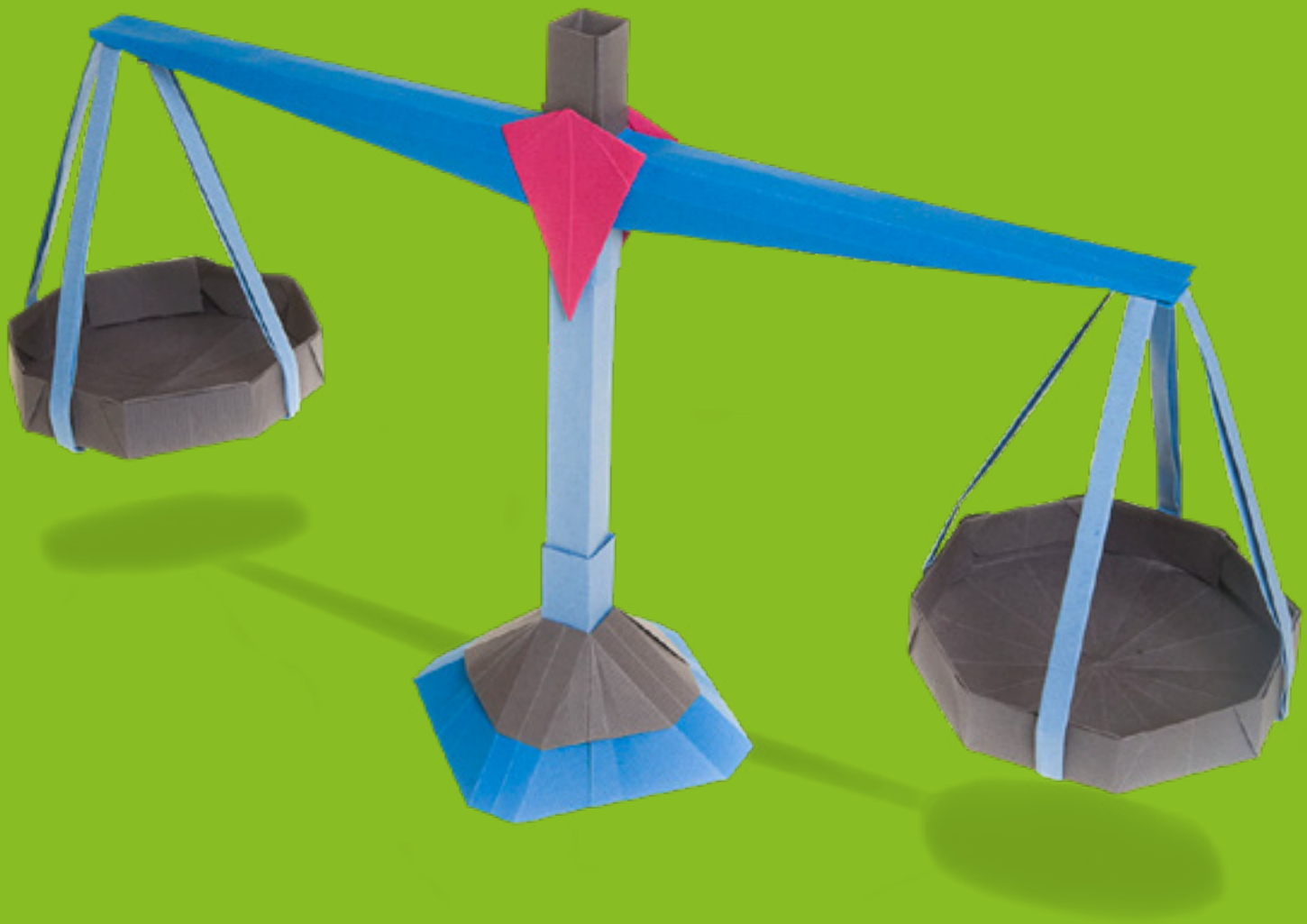
Pearson

AS Politics



Specification

Pearson Edexcel Level 3 Advanced Subsidiary GCE in Politics (8PL0)

First teaching from September 2017

First certification from 2018

Issue 3

About Pearson

We are the world's leading learning company operating in countries all around the world. We provide content, assessment and digital services to learners, educational institutions, employers, governments and other partners globally. We are committed to helping equip learners with the skills they need to enhance their employability prospects and to succeed in the changing world of work. We believe that wherever learning flourishes so do people.

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Summary of changes to Pearson Edexcel Level 3 Advanced Subsidiary GCE in Politics specification Issue 3

Summary of changes made between previous issue and this issue	Page number
Updates have been made to key terminology in the Topics and Appendix 2: a few terms have been added and others corrected or clarified	Various
Paper 1, 2.4: leadership added to bullet point 2	9
Paper 1, 3.1: Supplementary Vote replaced by Closed Proportional List System in bullet point 1	10
Paper 1, 4.1: leadership added to sub-bullet point 1	11
Paper 2, 1.2: Bullet points 2 and 3 merged and reworded	14
Paper 2, 2.4: Bullet point 1 updated to include 'public bill [committees]' and reference to opposition updated to clarity that it refers to the Official Opposition	15

If you need further information on these changes or what they mean, please contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

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1 Introduction

Why choose Edexcel AS Level Politics?

We've listened to feedback from all parts of the politics subject community, including higher education. We've used this opportunity of curriculum change to redesign qualifications so that they reflect the demands of a truly modern and evolving political environment in the UK and around the world – qualifications that enable your students to apply themselves and which give them the skills to succeed. At AS Level, students will study about the UK politics and government, providing them with a core set of knowledge and understanding about politics.

Familiar specification within a clear and coherent structure

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

A wide range of engaging and contemporary issues

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

Clear assessments for students of all abilities

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

Free topic-specific resources

We will provide teacher and student guides for all the content.

AS and A Level qualifications that are co-teachable

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

Supporting you in planning and implementing this qualification

Planning

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

Teaching and learning

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

- suggested resource lists for each component
- a student learning and revision guide
- materials for your options evenings
- a free bridging unit to give students 'An Introduction to Politics' on their move from GCSE to AS/A Level.

Preparing for exams

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

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

ResultsPlus

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

Get help and support

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

Learn more at qualifications.pearson.com

Qualification at a glance

Content and assessment overview

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

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

Component 1: UK Politics (*Component code: 8PL0/01)
Written examination: 1 hour an 45 minutes ***50% of the qualification*** ***60 marks***
Content overview Students will study: • democracy and participation • political parties • electoral systems • voting behaviour and the media.
Assessment overview **Section A** One 10-mark question from a choice of two, which assesses AO1. **Section B** Two 10-mark questions – one question focuses on a single source and assesses AO1 and AO2. The other question focuses on two comparative sources and assesses AO2 and AO3. **Section C** One 30-mark question from a choice of two, which assesses AO1, AO2 and AO3.

Component 2: UK Government (*Component code: 8PL0/02)
Written examination: 1 hour and 45 minutes ***50% of the qualification*** ***60 marks***
Content overview Students will study: • the constitution • parliament • Prime Minister and executive • relationships between the branches.
Assessment overview **Section A** One 10-mark question from a choice of two, which assesses AO1. **Section B** Two 10-mark questions – one question focuses on a single source and assesses AO1 and AO2. The other question focuses on two comparative sources and assesses AO2 and AO3. **Section C** One 30-mark question from a choice of two, which assesses AO1, AO2 and AO3.

*See *Appendix 5: Codes* for a description of this code and all other codes relevant to this qualification.

2 Subject content and assessment information

Qualification aims and objectives

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

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

Component 1: UK Politics

Overview

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

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

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

There are four content areas in UK Politics:

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

Skills

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

Content

Subject content	Students should gain knowledge and understanding of:
1 Democracy and participation ***Key terminology*** Legitimacy Direct democracy Representative democracy Pluralist democracy Democratic deficit Participation crisis Franchise/suffrage Think tanks Lobbyists Corporations	1.1 Current systems of representative democracy and direct democracy in the UK. • The features of direct democracy and representative democracy. • The similarities and differences between direct democracy and representative democracy. • Advantages and disadvantages of direct democracy and representative democracy and consideration of the case for reform.
	1.2 A wider franchise and debates over suffrage. • Key milestones in the widening of the franchise in relation to class, gender, ethnicity and age, including the 1832 Great Reform Act and the 1918, 1928 and 1969 Representation of the People Acts. • The work of the suffragists/suffragettes to extend the franchise. • The work of a current movement to extend the franchise.
	1.3 Pressure groups and other influences. • How different pressure group exert influence and how their methods and influence vary in contemporary politics. • Case studies of two different pressure groups, highlighting examples of how their methods and influence vary. • Other collective organisations and groups including think tanks, lobbyists and corporations, and their influence on government and Parliament.
	1.4 Rights in context. • Major milestones in their development, including the significance of Magna Carta and more recent developments, including the Human Rights Act 1998 and Equality Act 2010. • Debates on the extent, limits and tensions within the UK's rights-based culture, including consideration of how individual and collective right may conflict, the contributions from civil liberty pressure groups – including the work of two contemporary civil liberty pressure groups.

Subject content	Students should gain knowledge and understanding of:
2 Political parties ***Key terminology*** Old Labour New Labour (Third Way) One nation New right Classical liberals Modern liberals Party systems Left wing Right wing	2.1 Political parties. • The functions and features of political parties in the UK's representative democracy. • How parties are currently funded, debates on the consequences of the current funding system.
	2.2 Established political parties. • The origins and historical development of the Conservative Party, the Labour Party and Liberal Democrat Party, and how this has shaped their ideas and current policies on the economy, law and order, welfare and foreign policy.
	2.3 Emerging and minor UK political parties. • The importance of other parties in the UK. • The ideas and policies of two other minor parties.
	2.4 UK political parties in context. • The development of a multi-party system and its implications for government. • Various factors that affect party success – explanations of why political parties have succeeded or failed, including debates on the influence of leadership and the media.

Subject content	Students should gain knowledge and understanding of:
3 Electoral systems ***Key terminology*** First-past-the-post (FPTP) Additional Member System (AMS) Single Transferable Vote (STV) Closed Proportional List System (CPLS) Safe seat Marginal seat Minority government Coalition government	3.1 Different electoral systems. • First-past-the-post (FPTP), Additional Member System (AMS), Single Transferable Vote (STV) and Closed Proportional List System (CPLS). • The advantages and disadvantages of these different systems. • Comparison of first-past-the-post (FPTP) to a different electoral system in a devolved parliament/assembly.
	3.2 Referendums and how they are used. • How referendums have been used in the UK and their impact on UK political life since 1997. • The case for and against referendums in a representative democracy.
	3.3 Electoral system analysis. • Debates on why different electoral systems are used in the UK. • The impact different electoral systems on voter choice, party representation and the government or type of government appointed.

Subject content	Students should gain knowledge and understanding of:
4 Voting behaviour and the media ***Key terminology*** Class dealignment Partisan dealignment Governing competency Disillusion and apathy Manifesto Mandate	4.1 Case studies of three key general elections. • Case studies of three elections (one from the period 1945–92, the 1997 election, and one since 1997), the results and their impact on parties and government. • The factors that explain the outcomes of these elections, including: o the reasons for and impact of party policies and manifestos, techniques used in their election campaigns, leadership, and the wider political context of the elections o class-based voting and other factors influencing voting patterns, such as partisanship and voting attachment o gender, age, ethnicity and region as factors in influencing voting behaviour, turnout and trends. • Analysis of the national voting-behaviour patterns for these elections, revealed by national data sources and how and why they vary.
	4.2 The influence of the media. • The role and impact of the media on politics during and between general elections, including the importance and relevance of media bias. • The importance and relevance of opinion polls.

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

Assessment information

- First assessment: June 2018.
- The assessment is 1 hour 45 minutes.
- The assessment is out of 60 marks.
- The assessment consists of **three** sections.
    - Section A: this section is worth 10 marks.

      Students answer one question from a choice of two.

      AO1 is assessed.
    - Section B: this section is worth 20 marks.

      Students answer two questions. Question 2 uses a single source and assesses AO1 and AO1. Question 2 uses two comparative sources and assesses AO2 and AO3.
    - Section C: this section is worth 30 marks

      Students answer one question from a choice of two.

      AO1, AO2 and AO3 are assessed.

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

Sources

AO2 and AO3 require students to study and respond to 'political information'. In this qualification, this is carried out through the questions in Section B. In Question 2, this will be a single written (text) or a data source (pie chart, tables, simple graphs such as a bar chart), all related in some way to UK politics. The sources will be selected to ensure that they give students opportunities to bring in their own knowledge and understanding.

In Question 3, there will be two sources, both will be either written or data sources or either one written or one data source. These sources will be selected to ensure that students can engage in comparative analysis and evaluate by making judgements and drawing conclusions.

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

Sample assessment materials

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

Component 2: UK Government

Overview

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

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

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

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

There are four content areas:

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

Skills

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

Content

Subject content	Students should gain knowledge and understanding of:
1 The constitution ***Key terminology*** Constitution Unentrenched (entrenched) Uncodified (codified) Unitary (federal) Parliamentary sovereignty The rule of law Statute law Common law Conventions Authoritative works Treaties Devolution	1.1 The nature and sources of the UK constitution, including: • an overview of the development of the constitution through key historical documents: • Magna Carta (1215); Bill of Rights (1689); Act of Settlement (1701);Acts of Union (1707); Parliament Acts (1911 and 1949) • the nature of the UK constitution: unentrenched, uncodified and unitary, and the 'twin pillars' of parliamentary sovereignty and the rule of law • the five main sources of the UK constitution: statute law; common law; conventions; authoritative works and treaties.
	1.2 How the constitution has changed since 1997. • Under Labour 1997–2010: House of Lords reforms, electoral reform; devolution; the Human Rights Act 1998; and the Supreme Court. • Major reforms to the constitution since 2010, to include the House of Lords, devolution, electoral reform and human rights.
	1.3 The role and powers of devolved bodies in the UK, and the impact of this devolution on the UK. • Devolution in England. • Scottish Parliament and Government. • Welsh Assembly (Senedd) and Government. • Northern Ireland Assembly and Executive.
	1.4 Debates on further reform. • An overview of the extent to which the individual reforms since 1997 listed in section 1.2 above have been successful or should be taken further. • The extent to which devolution should be extended in England. • Whether the UK constitution should be changed to be entrenched and codified, including a bill of rights.

Subject content	Students should gain knowledge and understanding of:
2. Parliament ***Key terminology*** Parliament House of Commons House of Lords Confidence and supply Salisbury Convention Parliamentary privilege Legislative bills Public bill committees Backbenchers Select committees The Official Opposition	2.1 The structure and role of the House of Commons and House of Lords. • The selection of members of the House of Commons and House of Lords, including the different types of Peers. • The main functions of the House of Commons and House of Lords and the extent to which these functions are fulfilled.
	2.2 The comparative powers of the House of Commons and House of Lords. • The exclusive powers of the House of Commons. • The main powers of the House of Lords. • Debates about the relative power of the two houses.
	2.3 The legislative process. • The different stages a bill must go through to become law. • The interaction between the Commons and the Lords during the legislative process, including the Salisbury Convention.
	2.4 The ways in which Parliament interacts with the Executive. • The role and significance of backbenchers in both Houses, including the importance of parliamentary privilege. • The work of select and public bill committees. • The role and significance of the Official Opposition. • The purpose and nature of ministerial question time, including Prime Minister's Questions.

Subject content	Students should gain knowledge and understanding of:
3. Prime Minister and Executive ***Key terminology*** Executive Cabinet Minister Government department Royal prerogative Secondary legislation Individual responsibility Collective responsibility Bellow Collective responsibility insert: Cabinet government Presidential government	3.1 The structure, role, and powers of the Executive. • Its structure, including Prime Minister, the Cabinet, junior ministers and government departments. • Its main roles, including proposing legislation, proposing a budget, and making policy decisions within laws and budget. • The main powers of the Executive, including Royal Prerogative powers, initiation of legislation and secondary legislative power.
	3.2 The concept of ministerial responsibility. • The concept of individual ministerial responsibility. • The concept of collective ministerial responsibility.
	3.3 The Prime Minister and the Cabinet. 3.3.1 The power of the Prime Minister and the Cabinet. • The factors governing the Prime Minister's selection of ministers. • The factors that affect the relationship between the Cabinet and the Prime Minister. • The changing balance of power between the Prime Minister and Cabinet. 3.3.2 The powers of the Prime Minster and the Cabinet to dictate events and determine policy. • Students must study the influence of one Prime Minister from 1945 to 1997 and one Prime Minister from 1997 to the present. • Students may choose any pre-1997 and any post-1997 Prime Minister, provided that they study them in an equivalent level of detail, covering both events and policy, with examples that illustrate both control and a lack of control.

Subject content	Students should gain knowledge and understanding of:
4 Relations between institutions ***Key terminology*** Supreme Court Judicial neutrality Judicial independence Judicial review Elective dictatorship European Union (EU) Four freedoms (EU) Legal sovereignty Political sovereignty *Ultra vires* (beyond the powers)	4.1 The Supreme Court and its interactions with, and influence over, the legislative and policy-making processes. • The role and composition of the Supreme Court. • The key operating principles of the Supreme Court, including judicial neutrality and judicial independence and their extent. • The degree to which the Supreme Court influences both the Executive and Parliament, including the doctrine of *ultra vires* and judicial review.
	4.2 The relationship between the Executive and Parliament. • The influence and effectiveness of Parliament in holding the Executive to account. • The influence and effectiveness of the Executive in attempting to exercise dominance over Parliament. • The extent to which the balance of power between Parliament and the Executive has changed.
	4.3 The aims, role and impact of the European Union (EU) on UK government. • The aims of the EU, including the 'four freedoms' of the single market, political and economic union and the extent to which these have been achieved. • The impact of leaving the EU on UK Parliamentary sovereignty in relation to policy making.
	4.4 The location of sovereignty in the UK political system. • The distinction between legal sovereignty and political sovereignty. • The extent to which sovereignty has moved between different branches of government. • Where sovereignty can now be said to lie in the UK.

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

Assessment information

- First assessment: June 2018.
- The assessment is 1 hour 45 minutes.
- The assessment is out of 60 marks.
- The assessment consists of **three** sections.
  - Section A: this section is worth 10 marks.

    Students answer one question from a choice of two.

    AO1 is assessed.
  - Section B: this section is worth 20 marks.

    Students answer two questions. Question 2 uses a single source and assesses AO1 and AO1. Question 2 uses two comparative sources and assesses AO2 and AO3.
  - Section C: this section is worth 30 marks

    Students answer one question from a choice of two.

    AO1, AO2 and AO3 are assessed.

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

Sources

AO2 and AO3 require students to study and respond to 'political information'. In this qualification, this is carried out through the questions in Section B. In Question 2, this will be a single written (text) or a data source (pie chart, tables, simple graphs such as a bar chart), all related in some way to UK politics. The sources will be selected to ensure that they give students opportunities to bring in their own knowledge and understanding.

In Question 3, there will be two sources, both will be either written or data sources or either one written or one data source. These sources will be selected to ensure that students can engage in comparative analysis and evaluate by making judgements and drawing conclusions.

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

Synoptic assessment

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

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

This paper assesses synopticity in Section C as it requires students to draw on relevant knowledge and understanding of Component 1: UK politics.

Sample assessment materials

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

Assessment Objectives

Students must:		% GCE AS
AO1	Demonstrate knowledge and understanding of political institutions, processes, concepts, theories and issues.	42
AO2	Analyse aspects of politics and political information, including in relation to parallels, connections, similarities and differences.	33
AO3	Evaluate aspects of politics and political information, including to construct arguments, make substantiated judgements and draw conclusions.	25
	Total	**100%**

Breakdown of Assessment Objectives

Component	Assessment Objectives			Total for all Assessment Objectives
	AO1 %	AO2 %	AO3 %	
Component 1: UK Politics	20.8	16.6	12.5	50%
Component 2: UK Government	20.8	16.6	12.5	50%
Total for GCE AS	**42**	**33**	**25**	**100%**

NB Totals have been rounded either up or down.

3 Administration and general information

Entries

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

Discount code and performance tables

Centres should be aware that students who enter for more than one GCE qualification with the same discount code will have only one of the grades they achieve counted for the purpose of the school and college performance tables. This will be the grade for the larger qualification (i.e. the A Level grade rather than the AS grade). If the qualifications are the same size, then the better grade will be counted (please see *Appendix 5: Codes*).

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

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

Access arrangements, reasonable adjustments, special consideration and malpractice

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

We are committed to making sure that:

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

Language of assessment

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

Access arrangements

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

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

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

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

Reasonable adjustments

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

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

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

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

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

Special consideration

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

Further information

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

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

Malpractice

Candidate malpractice

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

Candidate malpractice in examinations **must** be reported to Pearson using a *JCQ Form M1* (available at www.jcq.org.uk/exams-office/malpractice). The form can be emailed to pqsmalpractice@pearson.com or posted to Investigations Team, Pearson, 190 High Holborn, London, WC1V 7BH. Please provide as much information and supporting documentation as possible. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice constitutes staff or centre malpractice.

Staff/centre malpractice

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

All cases of suspected staff malpractice and maladministration **must** be reported immediately, before any investigation is undertaken by the centre, to Pearson on a *JCQ Form M2(a)* (available at www.jcq.org.uk/exams-office/malpractice). The form, supporting documentation and as much information as possible can be emailed to pqsmalpractice@pearson.com or posted to Investigations Team, Pearson, 190 High Holborn, London, WC1V 7BH. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice itself constitutes malpractice.

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

Awarding and reporting

This qualification will be graded, awarded and certificated to comply with the requirements of Ofqual's General Conditions of Recognition.

This AS Level qualification will be graded and certificated on a five-grade scale from A to E, using the total subject mark. Individual components are not graded.

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

The first certification opportunity for this qualification will be 2018.

Student recruitment and progression

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

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

Prior learning and other requirements

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

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

Progression

Students can progress from this qualification to:

- Pearson Edexcel Level 3 Advanced GCE in Politics
- university courses that relate directly to government and politics
- university courses that will benefit from the skills acquired from this GCE, for example law, economics, philosophy
- employment where analytical skills are essential, for example management, finance, government, industry and business environments.

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Appendix 1: Question paper command words

The following command words summarise the essential skills required of students in responding to questions. To ensure that students have a full understanding as to how to respond, please refer to the relevant levels-based mark schemes provided in the *Pearson Edexcel Level 3 Advanced Subsidiary GCE in Politics Sample Assessment Materials (SAMs)* document.

Command word	Definition	AO assessed
How far do you agree	To review ideas, issues and/or information and make judgements and draw conclusions, using appropriate evidence.	AO1 (10 marks) AO2 (10 marks) AO3 (10 marks)
Explain	To consider ideas, issues and/or information by using examples and reasoned explanations.	AO1 (5 marks) AO2 (5 marks)
Assess	To investigate ideas, issues and/or information and identify which are the most important/relevant in supporting/challenging a particular viewpoint to then make an evaluative judgement and come to a conclusion.	AO2 (5 marks) AO3 (5 marks)
Describe	To give a developed account of all of the main features and functions of institutions/processes or the characteristics of a political idea.	AO1 (10 marks)

Appendix 2: Key terminology glossary

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

UK Politics

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

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

3. Electoral Systems	
Key term	**Definition**
First-past-the-post (FPTP)	An electoral system where the person with the most number of votes is elected. Victory is achieved by having one more vote than other contenders – it is also called a plurality system.
Additional Member System (AMS)	A hybrid electoral system that has two components or elements. The voter makes two choices. Firstly, the voter selects a representative on a simple plurality (FPTP) system then a second vote is apportioned to a party list for a second or 'additional' representative.
Single Transferable Vote (STV)	This system allows voters to rank their voting preferences in numerical order rather than simply having one voting choice. In order to obtain a seat, a candidate must obtain a quota. After the votes are cast, those with the fewest votes are eliminated and their votes transferred and those candidates with excess votes above the quota also have their votes transferred.
Closed Proportional List System (CPLS)	Under this system, parties list their candidates in order (though independent candidates can also stand). A voter chooses a party (or independent candidate). In each constituency, parties (or independent candidates) get the number of seats in proportion to the votes they receive. So if a party gets enough votes for 3 seats, the top 3 names on their list will be elected.
Safe seat	A seat in which the incumbent has a considerable majority over the closest rival and which is largely immune from swings in voting choice. The same political party retains the seat from election to election.
Marginal seat	A seat held by the incumbent with a small majority. There is no precise percentage or winning margin to which this aligns but a 10% margin would need only a swing of 5% to the rival party to take it. Marginal seats are important as they are where the outcomes of elections are decided.
Minority government	A government that enters office but which does not have a majority of seats in the legislature (Parliament). This makes passing legislation very difficult.
Coalition government	A government that is formed of more than one political party. It is normally accompanied by an agreement over policy options and offices of state, as was the Conservative-Liberal-Democrat coalition from 2010–2015.

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

UK Government

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

2. Parliament	
Key term	**Definition**
Parliament	The British legislature made up of the House of Commons, the House of Lords and the monarch.
House of Commons	The primary chamber of the UK legislature, directly elected by voters.
House of Lords	The second chamber of the UK legislature, not directly elected by voters.
Confidence and supply	An agreement where a minority government is supported by a smaller party in motions of confidence and on votes in Parliament on the King's Speech, the Budget and other key votes on a case-by-case basis.
Salisbury Convention	The convention whereby the House of Lords does not delay or block legislation that was included in a government's manifesto.
Parliamentary privilege	The right of MPs or Lords to make certain statements within Parliament without being subject to outside influence, including law.
Legislative bills	Proposed laws passing through Parliament.
Public bill committees	Committees responsible for looking at bills in detail.
Backbenchers	MPs or Lords who do not hold any government office.
Select committees	Committee responsible for scrutinising the work of government, particularly of individual government departments.
The Official Opposition	The Official Opposition (also known as His Majesty's Official Opposition) is the largest political party in the House of Commons that is not in government. More generally, any party that is not a part of the government is described as an opposition party.

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

4. Relations between institutions	
Key term	**Definition**
Supreme Court	The highest court in the UK political system.
Judicial neutrality	The principle that judges should not be influenced by their personal political opinions and should remain outside of party politics.
Judicial independence	The principle that judges should not be influenced by other branches of government, particularly the Executive.
Judicial review	The power of the judiciary to review, and sometimes reverse, actions by other branches of government that breach the law or that are incompatible with the Human Rights Act.
Elective dictatorship	A government that dominates Parliament, usually due to a large majority, and therefore has few limits on its power.
European Union (EU)	A political and economic union of a group of European countries.
Four freedoms (EU)	The principle of free movement of goods, services, capital and people within the EU's single market.
Legal sovereignty	The legal right to exercise sovereignty – i.e. sovereignty in theory.
Political sovereignty	The political ability to exercise sovereignty – i.e. sovereignty in practice.
Ultra vires (beyond the powers)	Government decisions can be overturned in the courts if the government acted beyond the powers granted to it by the law.

Appendix 3: The context for the development of this qualification

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

We have developed and designed this qualification by:

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

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

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

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

From Pearson's Expert Panel for World Class Qualifications

May 2014

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

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

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

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

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

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

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

Sir Michael Barber (Chair)

Chief Education Advisor, Pearson plc

Professor Lee Sing Kong

Director, National Institute of Education, Singapore

Bahram Bekhradnia

President, Higher Education Policy Institute

Professor Jonathan Osborne

Stanford University

Dame Sally Coates

Principal, Burlington Danes Academy

Professor Dr Ursula Renold

Federal Institute of Technology, Switzerland

Professor Robin Coningham

Pro-Vice Chancellor, University of Durham

Professor Bob Schwartz

Harvard Graduate School of Education

Dr Peter Hill

Former Chief Executive ACARA

All titles correct as at May 2014

Appendix 4: Transferable skills

The need for transferable skills

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

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

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

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

Cognitive skills

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

Interpersonal skills

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

Intrapersonal skills

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

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

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

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

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

Appendix 5: Codes

Type of code	Use of code	Code
Discount codes	Every qualification eligible for performance tables is assigned a discount code indicating the subject area to which it belongs. Discount codes are published by the DfE in the RAISEonline library (www.raiseonline.org)	For KS4 performance table: EA For KS5 performance table: 4830
Regulated Qualifications Framework (RQF) codes	Each qualification title is allocated an Ofqual Regulated Qualifications Framework (RQF) code. The RQF code is known as a Qualification Number (QN). This is the code that features in the DfE Section 96 and on the LARA as being eligible for 16–18 and 19+ funding, and is to be used for all qualification funding purposes. The QN will appear on students' final certification documentation.	The QN for this qualification is: 603/1226/9
Subject codes	The subject code is used by centres to enter students for a qualification. Centres will need to use the entry codes only when claiming students' qualifications.	AS level – 8PL0
Paper codes	These codes are provided for reference purposes. Students do not need to be entered for individual papers.	Paper 1: 8PL0/01 Paper 2: 8PL0/02

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