



Pearson

**AS and A level Politics 2017
Content Mapping – A level – Edexcel**

March 2017

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Information for current Edexcel centres

The information in this document is relevant if you are currently teaching the current Edexcel GCE in Government and Politics and you intend to teach the 2017 Edexcel AS and A level qualifications in Politics from September 2017.

Changing to the new Edexcel specifications should be fairly straightforward. The current GCE content has been reviewed and refreshed in the light of extensive research and Ofqual and the DfE's current requirements to form the new 2017 AS and A level specifications.

Qualification structure

- The 2017 AS qualification has two components (UK Politics and UK Government)
- The 2017 A level qualification has three components (UK Politics, UK Government and Comparative Politics)

Detailed information

The tables below should enable tutors to see the main differences in structure and assessment between the two qualifications. For additional detail concerning the 2017 Edexcel specification, see <http://qualifications.pearson.com/en/qualifications/edexcel-a-levels/politics-2017.html>.

UK Politics

Edexcel	A Level Politics 2017	Notes
<p>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.</p> <p>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.</p> <p>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.</p>	<p>1.1 Current systems of representative democracy and direct democracy.</p> <ul style="list-style-type: none"> • The features of direct democracy and representative democracy. • The similarities and differences between direct democracy and representative democracy. • Advantages and disadvantages of direct democracy and representative democracy and consideration of the case for reform. 	<p>This covers the entire old Edexcel specification.</p> <p>The area not specifically mentioned in the 2017 specification is the implications of devolution and EU membership, though they are implicit in the overview.</p> <p>Referendums were previously in this section in the old Edexcel specification. They are now with elections in section 3.</p>

Edexcel	A Level Politics 2017	Notes
This does not feature in the old specification.	<p>1.2 A wider franchise and debates over suffrage.</p> <ul style="list-style-type: none"> • Key milestones in the widening of the franchise, in relation to class, gender, ethnicity and age, including the 1832 Great Reform Act and the 1918, 1928 and 1969 Representation of the People Acts • The work of the suffragists/suffragettes to extend the franchise • The work of a current movement to extend the franchise 	<p>This section is by nature historic. In essence parts of it are implicit in the growth of representative democracy but never taught directly to candidates.</p> <p>There is some connection with pressure groups in the wider sense as we examine various types of pressure group.</p> <p>The focus on the suffragist is new and singular.</p>
<p>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.</p> <p>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.</p> <p>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.</p>	<p>1.3 Pressure groups and other influences.</p> <ul style="list-style-type: none"> • 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. 	<p>The old specification had two elements to it in relation to group politics (pressure groups), one being mechanistic in describing the types (and the specification only recognised two) and the other type the base of the (c) question to evaluate pressure group power and success.</p> <p>The difference now is that the constraints have been relaxed. However, there is a need to follow two case studies (this is done anyway as the subject is delivered) and to widen group politics (as opposed to a focus on pressure groups alone) to incorporate other actors in group politics such as think tanks and</p>

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		corporations.
<p>Taken from Unit 2 (6GPO2) not Unit 1 (6GPO1)</p> <p>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.</p>	<p>1.4 Rights in context.</p> <ul style="list-style-type: none"> Major milestones in their development, including the significance of Magna Carta and more recent developments, including the Human Rights Act 1998 and Equality Act 2010. Debates over 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. 	<p>The new specification is both different in content and approach. The old specification delivered rights and civil liberties through the relationship with and to the judiciary. In the new specification there is no explicit link with the judiciary (it is in UK Politics) and rights and civil liberties are taught as principles in themselves. Furthermore there is an explicit link with pressure groups.</p>
<p>Nature of political parties - a knowledge and understanding of political parties, of their distinctive features and of their key functions within the political system.</p>	<p>2.1 Political parties.</p> <ul style="list-style-type: none"> The functions and features of political parties in the UK's representative democracy. How parties are currently funded, debates about the consequences of the current funding system. 	<p>The functions and features of political parties remain. However, the inclusion of party funding is a new addition.</p>
<p>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</p>	<p>2.2 Established Political Parties</p> <ul style="list-style-type: none"> The origins and development of the Conservative Party, Labour Party and Liberal Democrat Party and how this has shaped their ideas and current policies on 	<p>The old specification set extended questions on either the Conservative Party or the Labour Party but had flexibility to incorporate the Liberal Democrats.</p>

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<p>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>)</p> <p>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.</p>	<p>the economy, law and order, welfare and foreign policy</p>	<p>The new specification is more direct in requiring a historical development of three main parties. It is also explicit by naming four policy areas for each – the economy, law and order, welfare and foreign policy.</p>
<p>Not on the current specification.</p>	<p>2.3 Emerging and minor UK political parties.</p> <ul style="list-style-type: none"> • The importance of other parties in the UK. • The ideas and policies of two other minor parties. 	<p>This does open up the remit of contemporary politics with UKIP and the SNP now being acknowledged in contemporary events.</p>
<p>Party system listed as a key concept under the election topic on 6GPO1.</p> <p>The overview of party success is not on the current specification.</p>	<p>2.4 UK political parties in context.</p> <ul style="list-style-type: none"> • The development of a multi-party system and the implications of this for government. • Various factors that affect party success – explanations for why political parties have succeeded or failed, including debates about the influence of the media. 	<p>The link and remit of party systems is now clear and manifest.</p> <p>The inclusion of political party success ties in holistically with the themes of the media and the impact of leadership.</p>

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<p>Elections and democracy - a knowledge and understanding of how and why elections promote democracy, and of the limitations of this democratic role.</p> <p>Elections in the UK - a knowledge and understanding of the workings of the voting systems used for elections to the House of Commons and an awareness of its implications for party representation and government.</p> <p>A knowledge and understanding of the workings of the voting systems used for elections to the devolved bodies and local authorities, and to the European Parliament, and an awareness of their implications for party representation and government.</p>	<p>3.1 Different electoral systems.</p> <ul style="list-style-type: none"> • First-past-the-post (FPTP), Additional Member System (AMS), Single Transferable Vote (STV) Supplementary Vote (SV). • The advantages and disadvantages of these different systems. • Comparison of first-past-the-post (FPTP) to a different electoral system to a devolved parliament/assembly. 	<p>Here there is very little change from the old to the new specification. One new explicit addition is the detail on safe and marginal seats.</p> <p>The old specification gave illustration by way of venue of elections, whereas the new specification more clearly outlines the types of electoral system.</p>
<p>Referendum currently appears in the 'Democracy and Participation' section of Unit 1 simply as a named key concept and has little other development, although it is the source of many questions and has provided the fulcrum for political change in recent years in the UK.</p>	<p>3.2 Referendums and how they are used.</p> <ul style="list-style-type: none"> • How referendums have been used in the UK and their impact on UK political life since 1997. • The case for and against referendums in a representative democracy. 	<p>The new specification makes a more explicit and detailed reference to referendums and more accurately mirrors current practice.</p>
<p>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.</p>	<p>3.3 Electoral system analysis.</p> <ul style="list-style-type: none"> • Debates about why different electoral systems are used in the UK. • The impact of the electoral system on the government or type of government 	<p>This again reflects much of the current practice of reflecting on differing electoral systems and their merits and faults. Again it moves to be more synoptic in bringing together elections,</p>

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	<p>appointed.</p> <ul style="list-style-type: none"> The impact of different systems on party representation and of electoral systems on voter choice. 	representation and the impact on voter choice.
Not currently on the old specification.	<p>4.1 Class voting and other social factors influencing voting patterns.</p> <ul style="list-style-type: none"> Class based voting, partisanship and voting attachment Gender, age, ethnicity and regions as factors in influencing voting behaviour Voter turnout and trends and reasons for this 	<p>This new material for the Government and Politics specification arises out of the requirements set out by the DFE.</p> <p>All exam boards are bound by these requirements for inclusion of these topics.</p> <p>Pearson/Edexcel will provide support in terms of resources for this new area and illustrate the content with guides and related Inset provision.</p>
Not currently on the old specification.	<p>4.2 Case studies of three key general elections.</p> <ul style="list-style-type: none"> Case studies of three elections (one from the period 1945–92, the 1997 election, and one since 1997), the results and their impact on parties and government. The factors that explain the outcomes of these elections, including the reasons and impact of party policies and manifestos and techniques used in their elections campaigns, and the wider political context of the elections. <p>Analysis of the national voting-behaviour</p>	

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	patterns for these elections, revealed by national data sources and how and why they vary.	
Not currently on the old specification.	<p>4.3 The influence of the media.</p> <ul style="list-style-type: none"> • The assessment of the role and impact of the media on politics – both during and between key general elections, including the importance and relevance of opinion polls, media bias and persuasion. 	

UK Government

Edexcel	A Level Politics 2017	Notes
<p>Not specifically included.</p> <p>Unit 2 The Constitution; Nature of the Constitution - an understanding of the nature, sources and key features of the UK constitution.</p> <p>Unit 2 The Constitution; Nature of the Constitution - an understanding of the nature, sources and key features of the UK constitution.</p>	<p>1.1 The nature and sources of the UK constitution, including:</p> <ul style="list-style-type: none"> • an overview of the development of the constitution through key historical documents: <ul style="list-style-type: none"> ○ Magna Carta (1215); Bill of Rights (1689); Act of Settlement (1701); Acts of Union (1707); Parliament Acts (1911 and 1949); The European Communities Act (1972) • 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 (including European Union law). 	<p>Key historical documents may have been taught as background context. Magna Carta will likely have been taught as part of ‘Judges and Civil Liberties’ topic.</p>
<p>Unit 2 The Constitution; Reforming the constitution - a knowledge and understanding of key reforms to the constitution since 1997, such as devolution and Lords reform.</p>	<p>1.2 How the constitution has changed since 1997.</p> <ul style="list-style-type: none"> • Under Labour 1997–2010: House of Lords reforms, electoral reform; devolution; the Human Rights Act 1998; and the Supreme Court. • Under the Coalition 2010–15: Fixed Term Parliaments; further devolution to Wales. 	<p>Old specification does not specifically reference all of the reforms cited in the new specification, but most or all would have been taught as part of ongoing developments.</p> <p>The Human Rights Act and Supreme Court would also have been taught as part of Unit 2 The Judiciary; and Electoral Reform as Part of</p>

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	<ul style="list-style-type: none"> Any major reforms undertaken by governments since 2015, including further devolution to Scotland (in the context of the Scottish Referendum). 	Unit 1 Elections.
Not specifically included in this level of detail.	<p>1.3 The role and powers of devolved bodies in the UK, and the impact of this devolution on the UK.</p> <ul style="list-style-type: none"> Devolution in England. Scottish Parliament and Government. Welsh Assembly and Government. Northern Ireland Assembly and Executive. 	Unit 2 Reforming the Constitution included an overview of devolution, but did not require the specific role and powers of each of the devolved assemblies.
<p>Unit 2 The Constitution; 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.</p> <p>Not specifically included in this level of detail</p> <p>Unit 2 The Constitution; Reforming the constitution - an understanding of ongoing debate about constitutional reform, including the possible introduction of a 'written' constitution.</p>	<p>1.4 Debates on further reform.</p> <ul style="list-style-type: none"> An overview of the extent to which the individual reforms since 1997 listed in section 1.2 above should be taken further. The extent to which devolution should be extended within England. Whether the UK constitution should be changed to be entrenched and codified, including a bill of rights. 	<p>Old specification does not specifically reference devolution to England, although it would have been briefly covered as part of 'an understanding of ongoing debate about constitutional reform'.</p> <p>Section of the old specification on 'Sovereignty and the Constitution' is in Topic 4 of the new specification.</p>

Edexcel	A Level Politics 2017	Notes
Unit 2 Parliament; 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.	<p>2.1 The structure and role of the House of Commons and House of Lords.</p> <ul style="list-style-type: none"> • The selection of members of the House of Commons and House of Lords, including the different types of Peers. • The main functions of the House of Commons and House of Lords and the extent to which these functions are fulfilled. 	<p>Elements of the Parliament topic in the old specification that refer to Parliament's relationship with other bodies are in Topic 4 of the new specification.</p> <p>The element of the old specification referring to the differences between parliamentary and presidential systems is no longer included.</p> <p>The old specification does not specifically refer to the roles listed in the new specification, although these may have been taught as part of different elements of the Parliament topic.</p>
Unit 2 Parliament; Role of Parliament - a knowledge and understanding of the composition, role and powers of the House of Commons and the House of Lords.	<p>2.2 The comparative powers of the House of Commons and House of Lords</p> <ul style="list-style-type: none"> • the exclusive powers of the House of Commons • the main powers of the House of Lords • debates about the relative power of the two houses 	<p>The old specification does not specifically refer to the relationship between the two houses, but this would have been taught by most centres and exam questions were set that related to it.</p>
Not specifically included.	<p>2.3 The legislative process.</p> <ul style="list-style-type: none"> • The different stages a bill must go through to become law. • The interaction between the Commons and the Lords during the legislative process, including the Salisbury Convention. 	<p>The old specification stated that 'A detailed knowledge of the workings of Parliament is not necessary', although many centres will have taught an overview of the legislative process as is now specifically required. The interaction between the Commons and Lords may not have been taught.</p>

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<p>Included within Unit 2 Parliament; 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.</p>	<p>2.4 The ways in which Parliament interacts with the Executive.</p> <ul style="list-style-type: none"> • The role and significance of backbenchers in both Houses, including the importance of parliamentary privilege. • The work of select committees. • The role and significance of the opposition. • The purpose and nature of ministerial question time, including Prime Minister's Questions. 	<p>The old specification goes into much less detail about scrutiny but most of this content will have been taught. Centres may not have made specific reference to terms such as 'parliamentary privilege' and 'short money' and now must do so.</p>
<p>Unit 2 The Prime Minister and Cabinet; Role of the Prime Minister and Cabinet - a knowledge and understanding of the role of the Prime Minister and Cabinet.</p> <p>Powers of the Prime Minister - a knowledge and understanding of the sources of prime ministerial power.</p>	<p>3.1 The structure, role and powers of the Executive</p> <ul style="list-style-type: none"> • the structure of the executive, including Prime Minister, the Cabinet, junior ministers and government departments • the main functions of the Executive including proposing legislation, proposing a budget and making policy decisions within laws and budget • the main powers of the Executive, including Royal Prerogative powers, control of most of the legislative agenda and powers of secondary legislation 	<p>Reference in the old specification to the 'core executive' is no longer specifically required.</p> <p>The old specification did not mention specific powers although these should have been taught.</p>

Edexcel	A Level Politics 2017	Notes
Unit 2 The Prime Minister and Cabinet; Role of the Prime Minister and Cabinet - the conventions of collective and individual responsibility.	3.2 The concept of ministerial responsibility. <ul style="list-style-type: none"> • The concept of individual ministerial responsibility. • The concept of collective ministerial responsibility. 	The old specification did not make reference to exceptions to ministerial responsibility, although these may have been taught as context.
Unit 2 The Prime Minister and Cabinet; 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.	3.3 The Prime Minister and the Cabinet. 3.3.1 The power of the Prime Minister and cabinet. <ul style="list-style-type: none"> • The factors governing the Prime Minister’s selection of ministers. • The factors that affect the relationship between the Cabinet and the Prime Minister, and the ways they have changed and the balance of power between the Prime Minister and the Cabinet. 3.3.2 The powers of the Prime Minister and the Cabinet to dictate events and determine policy. <ul style="list-style-type: none"> • Students must study the influence of one Prime Minister from 1945 to 1997 and one post-1997 Prime Minister. • Students may choose any pre-1997 and any post-1997 Prime Minister, provided that they study them in an equivalent level of detail, covering both events and policy, with examples that illustrate both control and a lack of control. 	The new specification is a little more specific but the content here is very similar. The old specification was much less specific on the Prime Ministers and events to be taught – centres may therefore have covered a wide range of different Prime Ministers and events including some that are not in the new specification and excluding some that are. The new specification still requires comparison of the power and style of different Prime Ministers but only with respect to the specific Prime Ministers studied.

Edexcel	A Level Politics 2017	Notes
<p>Unit 2 The Judiciary; Role of the judiciary - a knowledge and understanding of the role and significance of the judiciary in promoting rule-based governance.</p> <p>Unit 2 The Judiciary; 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.</p>	<p>4.1 The Supreme Court and its interactions with and influence over the legislative and policy making processes.</p> <ul style="list-style-type: none"> • The role and composition of the Supreme Court. • The key operating principles of the Supreme Court, including judicial neutrality and judicial independence and their extent • The degree to which the Supreme Court influences both the Executive and Parliament, including the doctrine of ultra vires and judicial review. 	<p>The new specification has significantly narrowed the focus of the ‘Judges and Civil Liberties’ topic to focus specifically on the Supreme Court. The content in the old specification that related to Civil Liberties is only in the new specification as it specifically relates to the Human Rights Act and the degree of influence of the Supreme Court – separate questions focused exclusively on civil liberties will no longer be set.</p> <p>Elements of Judicial Reform (HRA; Supreme Court) from the old specification are included in Topic 1 of the new specification but Judicial Reform does not otherwise need to be taught.</p>
<p>Included with Unit 2 Parliament; Role of Parliament - an awareness of the functions of Parliament and how effectively it discharges them.</p> <p>Unit 2 Parliament; Reforming Parliament — a knowledge and understanding of recent (and proposed) reforms of Parliament.</p>	<p>4.2 The relationship between the Executive and Parliament</p> <ul style="list-style-type: none"> • the influence and effectiveness of Parliament in holding the Executive to account • the influence and effectiveness of the Executive in exercising dominance over Parliament • the extent to which the balance of power between Parliament and the Executive has changed in recent years 	<p>The relationship between the Executive and Parliament should have been taught in the old specification in connection to the ‘Parliament’ topic, and to a lesser extent the ‘Prime Minister and Cabinet’ topic, although this was not explicit within the specification.</p> <p>Parliamentary reforms need only be taught in the new specification as they specifically impact on the relationship between Parliament and the Executive.</p>

Edexcel	A Level Politics 2017	Notes
<p>Route A Unit 4 EU Political Issues; Impact of the EU on the UK - Effects on the constitution.</p> <p>Route A Unit 4 EU Political Issues; Domestic Policy Impact - 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.</p>	<p>4.3 The aims, role and impact of the European Union (EU) on UK government.</p> <ul style="list-style-type: none"> • The aims of the EU, including the ‘four freedoms’ of the single market, social policy, and political and economic union and the extent to which these have been achieved. • The role of the EU in policy making. • The impact of the EU, including the main effects of the main effects of at least two EU policies’ and their impact on the UK political system and UK policy-making. 	<p>The old specification included references to the EU in Unit 2, but only in relation to its impact on sovereignty and the work of Parliament, not as a separate topic. Route A Unit 4 of the old specification included a great deal of specific information about institutions, as well as a much wider range of content on the impact of the EU, than the new specification requires.</p> <p>The old specification did not included specific reference to the ‘aims of the EU and the extent to which the aims have been achieved’.</p>
<p>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.</p>	<p>4.4 The location of sovereignty within the UK political system</p> <ul style="list-style-type: none"> • the distinction between legal sovereignty and political sovereignty • the extent to which the location of sovereignty has been affected by constitutional reforms, the UK’s membership of the EU and the shifting relationships between Parliament, the Executive and the Judiciary • where sovereignty can now be said to lie in the UK 	<p>The old specification did not specifically reference legal versus political sovereignty but it should have been taught in some form and was relevant to questions that were set.</p>

Political ideas

Please note that the column outlining the A level Politics 2017 has been condensed to save space. For the complete specification content please see the specification.

Edexcel	A Level Politics 2017	Notes
Liberalism – Unit 3B	Core Ideologies - Liberalism	Mandatory
A knowledge of the core ideas, doctrines and theories of liberal ideology, particularly as they affect liberal views on human nature, the state, society and the economy.	Core ideas and principles and how they relate to human nature, the state, society and the economy	
An ability to discuss differing views and tensions within liberal ideology, notably the difference between classical liberalism and modern liberals.	Differing views and tensions within liberalism Key ideas of the following in relation to human nature, the state, society and the economy <ul style="list-style-type: none"> • John Locke (1632 – 1704) • Mary Wollstonecraft (1759 -97) • John Stuart Mill (1806 – 73) • John Rawls (1921 – 2002) • Betty Friedan (1921 – 2006) 	
Conservatism – Unit 3B	Core Ideologies - Conservatism	Mandatory
A knowledge of the core ideas, doctrines and theories of conservative ideology, particularly as they affect liberal views on human nature, the state, society and the economy.	Core ideas and principles and how they relate to human nature, the state, society and the economy	

Edexcel	A Level Politics 2017	Notes
A knowledge of differing views and tensions within conservative ideology, particularly related to divisions between traditional conservatism and the 'New Right'.	Differing views and tensions within conservatism Key ideas of the following in relation to human nature, the state, society and the economy: <ul style="list-style-type: none"> • Thomas Hobbes (1588-1679) • Edmund Burke (1729-1797) • Michael Oakeshott (1901–1990) • Ayn Rand (1905-1982) • Robert Nozick (1938-2002) 	
Socialism – Unit 3B	Core Ideologies - Socialism	Mandatory
A knowledge of the core ideas, doctrines and theories, particularly as they affect socialist views on human nature, the state, society and the economy.	Core ideas and principles and how they relate to 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.	Differing views and tensions within socialism Key ideas of the following in relation to human nature, the state, society and the economy: <ul style="list-style-type: none"> • Karl Marx (1818-83) and Friedrich Engels (1820-95) • Beatrice Webb (1858-1943) • Rosa Luxemburg (1871-1919) • Anthony Crosland (1918-77) • Anthony Giddens (1938-) 	
Anarchism – Unit 3B	Optional Ideologies - Anarchism	Optional

Edexcel	A Level Politics 2017	Notes
<p>A knowledge of the core ideas, doctrines and theories of anarchist political thought.</p> <p>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.</p> <p>A knowledge of the difficulties anarchists have faced in translating their goals into successful political practice.</p>	<p>Core ideas and principles and how they relate to human nature, the state, society and the economy</p> <p>Differing views and tensions within anarchism</p> <p>Key ideas of the following in relation to human nature, the state, society and the economy:</p> <ul style="list-style-type: none"> • Max Stirner (1806 - 1856) • Pierre-Joseph Proudhon (1809-1865) • Mikhail Bakunin (1814 - 1876) • Peter Kropotkin (1842- 1921) • Emma Goldman (1869 - 1940) 	<p>Pick one from:</p> <p>Anarchism</p> <p>Ecologism</p> <p>Feminism</p> <p>Multiculturalism</p> <p>Nationalism</p>
Ecologism – Unit 4B	Optional Ideologies – Ecologism	Optional
<p>A knowledge of the core ideas, doctrines and theories of environmentalist political thought.</p> <p>An awareness of the range of ecological traditions and the differences between them, focussing in particular on conservative/authoritarian ecologism, eco-socialism, eco-anarchism and eco-feminism.</p>	<p>Core ideas and principles and how they relate to human nature, the state, society and the economy</p> <p>Differing views and tensions within ecologism</p> <p>Key ideas of the following in relation to human nature, the state, society and the economy:</p> <ul style="list-style-type: none"> • Aldo Leopold (1887-1948) • Rachel Carson (1907 – 1964) • E.F Schumacher (1911-1977) • Murray Bookchin (1921- 2006) • Carolyn Merchant (1936 -) 	<p>Pick one from:</p> <p>Anarchism</p> <p>Ecologism</p> <p>Feminism</p> <p>Multiculturalism</p> <p>Nationalism</p>

Edexcel	A Level Politics 2017	Notes
Feminism – Unit 4B	Optional Ideologies – Feminism	Optional
<p>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.</p>	<p>Core ideas and principles and how they relate to human nature, the state, society and the economy</p> <p>Differing views and tensions within feminism</p> <p>Key ideas of the following in relation to human nature, the state, society and the economy:</p> <ul style="list-style-type: none"> • Charlotte Perkins Gilman (1860-1935) • Simone de Beauvoir (1908-1986) • Kate Millett (1934-) • Sheila Rowbotham (1943 -) • bell hooks (1952 -) 	<p>Pick one from:</p> <p>Anarchism</p> <p>Ecologism</p> <p>Feminism</p> <p>Multiculturalism</p> <p>Nationalism</p>
Multiculturalism – Unit 4B	Optional Ideologies – Multiculturalism	Optional
<p>A knowledge of the core ideas, doctrines and theories of multicultural political thinking, and an understanding of the range of multiculturalist views and their relationship to political stances such as liberalism, pluralism and cosmopolitanism.</p> <p>A critical understanding should also be demonstrated of the effectiveness of multiculturalism in ensuring political stability and inclusion, including critiques of multiculturalism.</p>	<p>Core ideas and principles and how they relate to human nature, the state, society and the economy</p> <p>Differing views and tensions within multiculturalism</p> <p>Key ideas of the following in relation to human nature, the state, society and the economy:</p> <ul style="list-style-type: none"> • Isaiah Berlin (1909-97) • Charles Taylor (1931 -) • Bhikhu Parekh (1935 -) • Tariq Modood (1952 -) 	<p>Pick one from:</p> <p>Anarchism</p> <p>Ecologism</p> <p>Feminism</p> <p>Multiculturalism</p> <p>Nationalism</p>

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	<ul style="list-style-type: none"><li data-bbox="846 336 1189 368">• Will Kymlicka (1962 -)	

Government and politics of the USA

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Elections and Voting – Unit 3	Now included in Democracy and Participation	
A knowledge of the electoral mechanisms used in the US and of their significance.	5.1 Electoral systems in the USA	
An awareness of the factors that explain the outcomes of recent presidential and congressional elections, including voting behaviour in recent elections and campaign finance.	<p>5.1.1 Presidential elections and their significance.</p> <ul style="list-style-type: none"> The main processes to elect a US president including the constitutional requirements, the invisible primary, primaries and caucuses, the role of National Party Conventions and the electoral college, and the resulting party system. The importance of incumbency on a president seeking a second term. <p>5.1.2 Campaign finance. The role of campaign finance and the current legislation on campaign finance, including McCain-Feingold reforms 2002 and <i>Citizens United vs FEC</i> 2010.</p>	<p>Congressional elections reduced moved to the Congress topic (2.2.1)</p> <p>Voting behaviour reduced and incorporated in Parties topic (5.2.3)</p>

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<p>Referendums/initiatives</p> <p>Comparisons between midterm and 'presidential' years and significance.</p> <p>Debate over the extent to which US elections hold politicians to account</p>	<p>No longer included</p>	
<p>Political Parties – Unit 3</p>	<p>Now included in Democracy and Participation</p>	
<p>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.</p>	<p>5.2 The key ideas and principles of the Democratic and Republican parties.</p> <p>5.2.2 The current conflicts and tendencies and the changing power and influence that exist within the parties:</p> <p>5.2.3 Coalition of supporters for each party.</p>	
<p>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.</p>		<p>'Party system' reduced and included in elections (5.1.1)</p> <p>'Changing significance' now included within Congress only (2.5.1)</p> <p>'Distribution of power' incorporated into factions (5.2.2) and caucuses (2.2.2)</p>
<p>A knowledge of minor parties, their impact and obstacles to participation.</p>	<p>No longer included</p>	

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Pressure Groups – Unit 3	Now included in Democracy and Participation	
A knowledge of the different categories of groups within the US system and of how they operate.	5.3 Interest groups in the USA – their significance, resources, tactics and debates about their impact on democracy.	
A knowledge of the policy significance of organised groups and interests, of their resources and tactics and of debates about their impact upon democracy.	5.4 Interpretations and debates of US democracy and participation, including: <ul style="list-style-type: none"> • advantages and disadvantages of the electoral process and the Electoral College and the debate around reform • the role of campaign finance and difficulty in achieving effective reform • the role of incumbency in elections the ways in which interest groups can influence the three branches of government and policy creation, including the role of PACs and Super PACs and their impact on democracy.	
A knowledge of how they operate to influence specified branches of federal government as well as exploiting the electoral process to enhance their influence.		Of reduced importance and incorporated into 5.3
Racial and Ethnic Politics – Unit 3	US Civil Rights	
A knowledge of racial and ethnic diversity in the USA, of key issues in minority politics, including forms of minority political activism,	4.5 Race and rights in contemporary US politics.	Refocussed onto the impact of these campaigns, rather than the methods and history

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the extent of minority representation and an evaluation of the policies to diminish racial division.		
	<p>4.4 The protection of civil liberties and rights in the US today:</p> <p>4.6 Interpretations and debates of the US Supreme Court and civil rights.</p>	Moved from Supreme Court topic
The Constitution – Unit 4	The US Constitution and Federalism	
A knowledge of the nature and principles of the US Constitution.	<p>1.1 The nature of the US Constitution.</p> <ul style="list-style-type: none"> • Vagueness of the document, codification and entrenchment. • The constitutional framework (powers) of the US branches of government. • The amendment process, including advantages and disadvantages of the formal process. <p>1.2 The principles of the US Constitution (as listed below) and an evaluation of their effectiveness today:</p> <ul style="list-style-type: none"> • federalism • separation of powers and checks and balances • bipartisanship 	

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	<ul style="list-style-type: none"> limited government. 	
An awareness of the constitutional framework within which US institutions operate and of the relationship between the Constitution and practical politics.	<p>1.3 The main characteristics of US federalism. The nature of the federal system of government and its relationship with the states.</p> <p>1.4 Interpretations and debates around the US Constitution and federalism.</p> <ul style="list-style-type: none"> The extent of democracy within the US Constitution, its strengths and weaknesses and its impact on the US government today. The debates around the extent to which the USA remains federal today. 	
Constitutional rights and an evaluation of their effectiveness.		In US Civil Rights topic (4.6)
<ul style="list-style-type: none"> History of the Revolution and Articles of Confederation Circumstances of the addition of the Bill of Rights Reasons for the process of formal History of federalism 	No longer included	
Congress – Unit 4	US Congress	

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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.	2.1 The structure of Congress. 2.2 The functions of Congress. 2.2.1 Representation. 2.3 Interpretations and debates around Congress.	Representation only discussed at national level, not state level
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.	2.3 Interpretations and debates around Congress.	
An awareness of the extent and significance of party allegiance.	<ul style="list-style-type: none"> • Changing significance of parties in Congress (2.3) 	
<ul style="list-style-type: none"> • Background of post-revolutionary period • Composition of party leadership • Role of committee chairmen • Role and power of the speaker • Cost of congressional elections • Local interests over national interests 	No longer included	
Presidency – Unit 4	US Presidency	

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A knowledge of the formal and informal sources of presidential power and of the relationships between the presidency and other institutions.	3.1 Formal sources of presidential power as outlined in the US Constitution and their use. 3.2 Informal sources of presidential power and their use: 3.3 The presidency	
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.	3.4 Interpretations and debates of the US presidency.	
<ul style="list-style-type: none"> • Background of monarchical tyranny • Growth of presidential power in 20th Century* • Significance of and role of the Vice President** • Federal Bureaucracy • Extent of influence of the executive office of the President and Cabinet 	No longer included	*now only since 1992 **now only included as an informal source of presidential power
Supreme Court – Unit 4	US Supreme Court	
A knowledge of the composition and role of the Supreme Court.	4.1 The nature 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	4.2 The appointment process for the Supreme Court.	

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its impact on public policy in the USA.	4.3 The Supreme Court and public policy. 4.4 The protection of civil liberties and rights in the US today:	
Procedure for selecting, hearing and deciding cases.	No longer included	

Global Politics

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Theories of global politics in Approaches to Global Politics section	6.1 Main ideas of realism. <ul style="list-style-type: none"> • States as key actors in global politics and the balance of power (state sovereignty). • International anarchy and its implications. • Inevitability of war. • The security dilemma. 	
Theories of global politics in Approaches to Global Politics section	6.2 Main ideas of liberalism. <ul style="list-style-type: none"> • The significance of morality and optimism on human nature. • Possibility of harmony and balance. • Complex interdependence. • Likelihood of global governance. • Impact and growth of international organisations. 	
Theories of global politics in Approaches to Global Politics section	6.3 Divisions between realism and liberalism in relation to: <ul style="list-style-type: none"> • human nature and power • order and security and the likelihood of conflict impact of international organisations and the significance of states.	

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Theories of global politics in Approaches to Global Politics section	<p>6.4 Main ideas of the anarchical society and society of states theory.</p> <ul style="list-style-type: none"> • Acceptance that there is anarchy in the global system – absence of overarching authority. <p>States have an informal understanding that ensures a degree of cooperation – based on norms and rules that increase levels of trust and reciprocal behaviour.</p> <p>6.5 An evaluation of the extent to which realism and liberalism explain recent developments (since 2000) in global politics.</p> <p>This should be done through the study of relevant case studies that cover each of the other content sections:</p> <ul style="list-style-type: none"> • the state and globalisation • global governance: political and economic • global governance: human rights and environmental • power and developments regionalism and the European Union. 	
Sovereignty and Nation State in Unit 3 Approaches to Global Politics section	<p>1.1 The state: nation state and of national sovereignty.</p> <p>1.1.1 Characteristics of a nation state and of national sovereignty.</p> <ul style="list-style-type: none"> • Nation state – political community 	

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	<p>bound together by citizenship and nationality.</p> <ul style="list-style-type: none"> National sovereignty – state’s absolute power over citizens and subjects. 	
Sovereignty and Nation State and Globalisation and Transnational Corporations in Unit 3 Approaches to Global Politics section	<p>1.2 Globalisation.</p> <p>1.2.1 The process of globalisation:</p> <ul style="list-style-type: none"> complex web of interconnectedness – the factors driving globalisation is the interlinking of people (social), countries, institutions, culture, economics, technology and politics. <p>1.2.3 Its impact on the state system.</p> <ul style="list-style-type: none"> Widening and deepening interconnectedness and interdependence. Challenge to state control over citizens in areas such as law. On the development of international law . Humanitarian and forcible intervention. The debate between hyperglobalisers, globalisation sceptics and transformationalists, including the realist and liberal views. <p>1.3 Debates about the impact of globalisation including its advantages and disadvantages.</p> <p>The impact of globalisation, and its implications for the nation state and national sovereignty.</p>	

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	<p>1.4 The ways and extent to which globalisation address and resolves contemporary issues, such as poverty, conflict, human rights and the environment.</p>	
International Organisations in Unit 3 Global Governance section	<p>2.1 Political</p> <p>2.1.1 The United Nations (UN).</p> <ul style="list-style-type: none"> • Origins and development of the UN, including its 1945 charter. • Role and significance of the UN to include the Security Council, General Assembly, Economic and Social Council, International Court of Justice including their strengths and weaknesses. <p>2.1.2 North Atlantic Treaty Organisation (NATO)</p> <p>Role and significance including the changing role, particularly since the end of the cold war, and strengths and weaknesses.</p>	
International Organisations in Unit 3 Global Governance section	<p>2.3 The ways and extent to which these institutions address and resolve contemporary global issues, such as those involving conflict, poverty, human rights and the environment.</p> <p>In particular to focus on:</p> <ul style="list-style-type: none"> • how the following prevents the UN Security Council from effectively addressing and 	

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	<p>resolving the issues above:</p> <ul style="list-style-type: none"> ○ the membership and structure ○ the use of Veto. • how the following prevents the IMF and World Bank from effectively addressing and resolving the issues above: pressure for reform and criticism, including Structural Adjustment Programmes (SAPs), global economic crisis. • 2.3.2 The role and significance of the global civil society and non-state actors including non-governmental organisations (NGOs) in addressing and resolving the issues above. 	
Weapons of Mass Destruction in Unit 4 Conflict, War and Terrorism section	<ul style="list-style-type: none"> • 4.6 The ways and extent to which the changing relationships and actions of states in relation to power and developments address and resolve contemporary global issues, such as those involving conflict, poverty, human rights and the environment. 	
Human Rights in Unit 4 Human Rights section	<p>3.1 Human rights</p> <p>3.1.1 Origins and development of international law and institutions (International Court of Justice, International Criminal Court, special UN tribunals and European Court of Human Rights (ECHR) in creating the concept of global politics.</p> <ul style="list-style-type: none"> • Sources of authority, including the 1948 	

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	<p>Universal Declaration of Human Rights.</p> <p>3.1.2 The key issues of these institutions in dealing with human rights:</p> <ul style="list-style-type: none"> • Impact on state sovereignty. • Rise of humanitarian interventions and growth in 1990s with examples of successful and unsuccessful intervention. • Reasons for selective interventionism, development of responsibility to protect and conflict with state sovereignty. <p>Examples of alleged Western double standards/hypocrisy.</p>	
International Organisations in Unit 3 Global Governance section	<p>2.2 Economic</p> <p>2.2.1 International Monetary Fund (IMF) and the World Bank</p> <ul style="list-style-type: none"> • Role and significance of these institutions, including their strengths and weaknesses: <p>2.2.2 The World Trade Organization (WTO) and G7/G8 and G20.</p> <ul style="list-style-type: none"> • Role and significance of these institutions, including their strengths and weaknesses. <p>2.2.3 Significance of how global economic governance deals with the issue of poverty, including:</p> <ul style="list-style-type: none"> • The North-South divide and other measurements to include world-systems theory, dependency, orthodox 	

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	<p>and alternative measurements of poverty.</p> <ul style="list-style-type: none"> Classical economic development theory, structural theory, neo-classical development theory. 	
North-South Divide in Unit 4 Poverty and Development section	<ul style="list-style-type: none"> how the following prevents the IMF and World Bank from effectively addressing and resolving the issues above: pressure for reform and criticism, including Structural Adjustment Programmes (SAPs), global economic crisis. 	
Environmental Crisis in Unit 4 Environmental Issues section	<p>3.2 Environmental</p> <p>3.2.1 The role and significance of the United Nations Framework Convention on Climate Change (UNFCCC).</p> <ul style="list-style-type: none"> The creation of the Intergovernmental Panel on Climate Change (IPCC) and its role and significance. 	
Power in Unit 3 World Order section	<p>4.1 Different types of power.</p> <ul style="list-style-type: none"> The use and effectiveness of the following types of power: <ul style="list-style-type: none"> hard: military and economic power soft: diplomatic and cultural. <p>4.2 Differing significance of states in global</p>	

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	<p>affairs and how and why state power is classified.</p> <ul style="list-style-type: none"> • State power classifications: <ul style="list-style-type: none"> ○ great powers ○ superpowers, including the USA emerging powers, including BRICS (Brazil, Russia, India, China and South Africa). 	
Power in Unit 3 World Order section	<p>4.3 Polarity.</p> <ul style="list-style-type: none"> • The implications of the following polar structures: <ul style="list-style-type: none"> ○ unipolarity/hegemony ○ bipolarity ○ multipolarity <p>Consideration of changing nature of world order since 2000.</p>	
Polarity in Unit 3 World Order section	<p>4.5 Development and spread of:</p> <ul style="list-style-type: none"> • liberal economies • rule of law • democracy. <p>4.6 The ways and extent to which the changing relationships and actions of states in relation to power and developments address and resolve contemporary global issues, such as those involving conflict, poverty, human rights and the environment.</p>	

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Not mappable to old specification	5.4 Nature of government Different types of government to include characteristics, examples and consequences for global order of: <ul style="list-style-type: none"> • democratic • semi-democratic • non-democratic • autocratic states • failed states • rogue states 	
Not mappable to old specification	4.4 Different systems of government. <ul style="list-style-type: none"> • The characteristics, examples and consequences for global order of: democratic, semi-democratic, non-democratic, autocratic states, failed states and rogue states. 	
Conflict and Terrorism from Unit 4 Conflict, War and Terrorism	4.6 The ways and extent to which the changing relationships and actions of states in relation to power and developments address and resolve contemporary global issues, such as those involving conflict, poverty, human rights and the environment.	
Regionalisation from Unit 3 European Union and Regionalism section	5.1 Regionalism 5.1.1 The different forms. <ul style="list-style-type: none"> • Growth of regionalism and regionalism in different forms, including economic, security and political. 	

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	5.1.2 Debates about and the reasons for and significance of regionalism. <ul style="list-style-type: none"> • The relationship between regionalism and globalisation. • Prospects for political regionalism and regional governance. The impact on state sovereignty	
Regionalisation from Unit 3 European Union and Regionalism section	5.2 Development of regional organisations, excluding the EU. <ul style="list-style-type: none"> • North American Free Trade Association (NAFTA) • African Union (AU) • Arab League • Association of South East Asian Nations (ASEAN). 	
Euro-federalism from Unit 3 European Union and Regionalism section	5.3 Factors that have fostered European integration and the major developments through which this has occurred. <ul style="list-style-type: none"> • Formation, role, objectives and development of the European Union (EU). • Establishment and powers of its key institutions and the process of enlargement. • Key treaties and agreements. • Economic and monetary union. • Debates about supranational versus intergovernmental approaches. 	

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Euro-federalism from Unit 3 European Union and Regionalism section	5.4 Significance of the EU as an international body/global actor including the constraints and obstacles affecting: its political, economic, structural and military influence in global politics.	
Euro-federalism from Unit 3 European Union and Regionalism section	<ul style="list-style-type: none"> 5.5 The ways and extent to which regionalism addresses and resolves contemporary global issues involving conflict, poverty, human rights and the environment. 	