

**Edexcel Advanced Subsidiary GCE in
Government & Politics (8067)**

First examination January 2003

**Edexcel Advanced GCE in
Government & Politics (9067-9070)**

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This specification is Issue 2 and is valid for AS examinations from January 2003 and for A2 examinations from June 2003. Key changes to requirements are sidelined. Centres will be informed in the event of any necessary future changes to this specification. The latest issue can be found on the Edexcel website, www.edexcel.org.uk

Acknowledgements

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Authorised by Peter Goff

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Introduction

Key features

This specification:

- ♥ features a broad Advanced Subsidiary GCE course which offers a structured foundation of political knowledge on which to develop skills for citizenship and further study
- ♥ provides a coherent, satisfying and worthwhile course of study for those who do not progress to further study in the subject
- ♥ offers four routes through the A2 programme, giving students the opportunity to develop a deeper understanding of aspects of the subject at a higher level
- ♥ gives an emphasis on contemporary politics and current areas of constitutional concern, putting the UK in the context of the European Union and the wider world
- ♥ aims to integrate conceptual ideas with a more descriptive approach, to be accessible to all students and to stimulate a more analytical approach at A2
- ♥ highlights opportunities for key skills development.

The Edexcel Foundation will support centres in the delivery of this specification through the provision of support materials and professional development and training. The term AS refers to the first three units of qualification (ie units 1, 2 and 3). The term A2 refers to the last three units of the qualification (ie units 4, 5 and 6). The term Advanced GCE refers to all six units.

Unit availability

Unit	Unit code	Routes	January 2003	June 2004	January 2005	June 2005
Unit 1	6491		✓	✓	✓	✓
Unit 2	6492		✓	✓	✓	✓
Unit 3	6493		✓	✓	✓	✓
Unit 4	6494	A	✓	✓	✓	✓
	6497	B	✓	✓	✓	✓
	6500	C	✓	✓	✓	✓
	6503	D	✓	✓	✓	✓
Unit 5	6495	A		✓		✓
	6498	B		✓		✓
	6501	C		✓		✓
	6504	D		✓		✓
Unit 6	6496	A		✓		✓
	6499	B		✓		✓
	6502	C		✓		✓
	6505	D		✓		✓

Rationale for the specification

The new Edexcel Advanced Subsidiary GCE/Advanced GCE Government and Politics specification has been written to provide a balanced education in politics for students.

The specification contributes to an understanding of the nature of politics by giving students the opportunity to develop knowledge, skills and understanding in the context of the politics of the United Kingdom, including its local, national and European Union dimensions and some aspects of comparative study of other political systems. There is also the opportunity to focus on a particular area of political interest in the second half of the course.

A range of assessment types are featured to facilitate that aim.

The specification supports progression from GCSE and acts as a bridge to further study at college or university, thereby contributing to the lifelong learning process.

Students can take an AS course that provides broad coverage of the subject in a one year course and meets the subject criteria for Government and Politics. They can then take an A2 course that is more specialised, requires more searching analysis and evaluation and offers a choice between four challenging but comparable routes which allow students to choose their preferred route while meeting the requirements of the subject criteria. Students choose **one** of the four routes and take the three units developed for that particular route. It is not permissible to take one unit from one route and a second or third unit from other routes because this would compromise the requirements for synoptic assessment within each route.

This specification has been produced after extensive consultation with schools and colleges over the recent past.

Summary of the scheme of assessment

The Advanced Subsidiary GCE has a weighting of 50 per cent when carried forward towards the full Advanced GCE.

AS – 50%

Assessment	Method	Weight	Length
Unit 1	Written	16.67%	1 hour
Unit 2	Written	16.67%	1 hour
Unit 3	Written	16.67%	1 hour

AS total examining time: 3 hours

A2 – 50%

Unit	Route	Method	Weight	Length
Unit 4	A, B, C or D	Written	15%	1 hour 15 minutes
Unit 5	A, B, C or D	Written	15%	1 hour 15 minutes
Unit 6	A, B, C or D	Written (synoptic)	20%	1 hour 30 minutes

A2 total examining time: 4 hours

Total Advanced GCE examining time: 7 hours

Summary of the specification content

AS		
Unit 1	People and politics	This unit will introduce students to the study of politics.
Unit 2	Governing the UK	This unit examines the way in which the UK is governed, within the context of the European Union.
Unit 3	The changing UK system	This unit will consider the changing nature of the UK political system, examining specific UK institutions in their EU context.
A2 – one of routes A, B, C or D		
Route A	Key Political Issues	Units 4A, 5A and 6A look at the key issues that have shaped political debate in the UK, in the context of European integration.
Route B	Political Ideologies	Units 4B, 5B and 6B look at the major political ideologies.
Route C	Politics in the USA	Units 4C, 5C and 6C look at the US political system, its governance and comparisons with the UK.
Route D	International Politics	Units 4D, 5D and 6D look at international politics, the key issues and their impact on the UK.

Specification overview

Subject criteria

QCA defines subject criteria which set out the knowledge, understanding, skills and assessment objectives common to all AS and Advanced GCE specifications in a given subject. This specification incorporates the subject criteria for Government and Politics, as approved by QCA.

Aims of the specification

This specification aims to encourage students to:

- ÷ build on the knowledge, understanding and skills established at GCSE but also to accommodate the needs of students who may not have studied Government and Politics at this level
- ÷ include, where appropriate, reference to current political debates about issues specified in the criteria
- ÷ take into account the need to develop knowledge and understanding within the context of the political system of the UK, including its local, national and European Union (EU) dimensions and include some comparisons with other political systems
- ÷ encourage students to develop their capacity for critical thinking, to see relationships between different aspects of the subject and to perceive their field of study in a broader perspective
- ÷ enable students to acquire knowledge and understanding of government and politics and communicate it effectively
- ÷ develop students' personal effectiveness through a critical awareness of political events and issues; an empathetic understanding of the main political viewpoints and the skills required to argue a case with relevance and coherence
- ÷ provide students with a clear understanding of the theories, motives and values that underpin political processes and governmental decision-making along with the role of institutions in resolving conflicts and allocating scarce resources.

It should be noted that not all of the above aims are necessarily subject to formal assessment.

Knowledge and understanding

The AS and Advanced GCE specifications require students to address the following issues within the areas of study listed:

- ÷ the essential characteristics and interrelationships of the legislature, the executive and the judiciary (Units 2 and 3)
- ÷ the adequacy of existing political arrangements for ensuring representative democracy and full participation (Units 1 and 3)
- ÷ the rights and responsibilities of the individual (Units 1 and 2)
- ÷ ideologies, theories and traditions (Units 1 and 3).

The Advanced GCE specification requires students to extend their knowledge and understanding beyond the context of the political system of the United Kingdom in one of the following areas:

- ÷ the politics and government of another state (Units 4 and 5 Route C)
- ÷ comparative politics – (Unit 6 Route C)
- ÷ international politics – (Units 4, 5 and 6 Route D)
- ÷ political ideologies and political thought – (Units 4, 5 and 6 Route B)
- ÷ political systems of the European Union – (Units 4, 5 and 6 Route A).

It should be noted that the historical perspective of each A2 route varies in accordance with the subject content of that route. For example, there is a longer historical perspective for Route B, which covers the development of political ideology, than for Route A, which focuses on contemporary political issues. However, questions will not be set which assess the historical perspective of any of the units.

Skills

The AS and Advanced GCE specifications and associated assessment instruments require students to:

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

Assessment objectives

Assessment objectives		AS weighting	Advanced GCE weighting
AO1	recall, select and deploy their knowledge of Government and Politics accurately, showing understanding of relevant political concepts and theories	50%	40%
AO2	analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences between the aspects of the political systems studied	30%	40%
AO3	communicate arguments and explanations in a clear and structured manner, making use of a range of relevant evidence and appropriate political vocabulary	20%	20%

Key skills

The specification has been designed to provide opportunities for developing and generating evidence for assessing the key skills of:

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

See *Appendices 1* and *2* for further details on development and internal assessment opportunities for the above key skills through delivery of this specification.

Relationship between AS and Advanced GCE

AS Government and Politics represents 50% of the total assessment for the specification and A2 the other 50%. Certification for AS will be available separately for those who choose not to go on to take the full Advanced GCE.

Synoptic assessment

Synoptic assessment in government and politics can be defined as follows: the drawing together of knowledge, understanding and skills learned in different parts of the Advanced GCE course, involving explicit assessment of understanding of the connections between these different areas of study.

An example of a synoptic assessment task might be a unit of assessment consisting of an essay title focusing on an understanding of connections between several parts of the course and providing an opportunity for an extended piece of writing demonstrating depth of knowledge of those parts of the course.

The requirement for 20% synoptic assessment in this specification will be met through Unit 6 in all A2 routes and will draw on all three Assessment Objectives. The mark scheme will make specific reference to the reward of synoptic skills, as appropriate.

The following statements summarise how synopticity is achieved through each of the routes in the A2.

Synoptic statement for Route A

Synopticity is achieved by relating the UK and EU policy areas and issues covered in Units 4A and 5A, to the institutions, processes and concepts covered in Units 1-3 of the AS course. The linkage will be established in terms of:

- ÷ the policy process, ie how policies are formulated through different processes and institutions
- ÷ the impact that UK membership of the EU has had on the policy process
- ÷ general political concepts such as democracy, political participation and citizenship, which relate to policies and institutions covered across the specification.

Synoptic statement for Route B

Synopticity is achieved by relating the major ideologies covered in Units 4B and 5B, (eg liberalism, socialism, conservatism etc), to UK parties and policies covered in Units 1-3 of the AS course. The emphasis will be on the relationship of ideology to practice. The linkage will be established in terms of:

- ÷ the impact of ideologies on public policy
- ÷ the relationship between ideology and party identity
- ÷ the relationship of ideology to alternative views of the constitution and constitutional reform.

Synoptic statement for Route C

Synopticity is achieved by relating knowledge of the US institutions, processes and concepts covered in Units 4C and 5C to the knowledge and understanding of UK institutions, processes and concepts covered in Units 1-3 of the AS course. The emphasis will be on comparative analysis and the drawing of parallels, similarities and differences between the institutions and processes of the different states. The linkage will be established in terms of:

- ÷ comparison between constitutional structures and the role of judiciaries
- ÷ comparison between different legislatures and executives
- ÷ comparison between different types of party, election and pressure group
- ÷ territorial politics.

Synoptic statement for Route D

Synopticity is achieved by relating knowledge and understanding of the international organisations, international events and the EU, covered in Units 4D and 5D to knowledge and understanding of the UK institutions, processes and concepts covered in Units 1-3 of the AS course. The emphasis will be on the UK as a player in world politics and the impact of the global order on the UK. The linkage will be established in terms of:

- ÷ UK's membership of international organisations, (eg UN, IMF, NATO) and their importance for UK policy
- ÷ UK's involvement in international events and political debate on such issues, (eg WTO talks and pressure group activity)
- ÷ impact of both membership of EU on UK and UK policy relating to the integration process of the EU.

Environmental and health education

The specification includes several references to the importance of environmental and health matters relating to Government and Politics. See, for example:

Unit 4A	UK political issues (health)
Unit 5A	The EU and European issues (environment)

The European dimension

Units 2 and 3 in the Advanced Subsidiary GCE and two of the A2 Routes (Route A on Key Political Issues and Route D on International Politics) require students to consider a wide range of issues in government and politics, in the context of both:

the operation and development of the institutions and processes of the European Union
the development of government policy in the UK in relation to the process of integration within the European Union

Ethical, social, spiritual, moral and cultural issues

The specification gives students the opportunity to examine issues from a broader standpoint than that of a single discipline. It allows students to gain an understanding of spiritual, moral and cultural issues in relation to the whole area of politics, including taking an active role in society as a citizen participating in the decision-making process.

The following are examples of where these issues arise:

Unit 1	What is politics and why are political participation and democracy important?
Unit 2	Do judges deliver justice and freedom?
Unit 1	How important are pressure groups?
Units 4 and 5 Route B	Introducing political ideologies.

Progression and prior learning

There are no prior knowledge requirements for this qualification. The specification provides, through either a one or two-year programme of study, a balanced political education which builds on, but is not dependent on, prior knowledge of the subject at GCSE level. The unit-based structure means that it is possible to spread the study of the course over a longer period of time, making it suitable for mature students and those who want part-time study, perhaps in evening classes. The course also represents a solid foundation for further/higher studies in this subject area. The following chart shows key linkages between the AS and each of the A2 Routes to show how progression can be achieved through the qualification and how synoptic links can be established. The middle boxes show examples of AS content that link through to a particular A2 Route. **It should be noted that this chart is illustrative of linkages and is not intended to be exhaustive.**

Advanced Subsidiary			
Unit 1 – People and politics)) Unit 2 – Governing the UK)) Unit 3 – The changing UK system)			
legislature, executive and judicial processes devolution and nationalism democracy, participation, citizenship and constitutional reform impact of EU membership	ideological traditions of major parties, ie liberalism, conservatism and socialism constitutionalism, pluralism, constitutional reform democracy and participation nationalism and national sovereignty	representative processes (elections, parties, pressure groups) constitution and constitutional structures legislature, executive and judicial process	power, authority and legitimacy rights and obligations impact of EU membership nationalism and national sovereignty
A2 Route A	A2 Route B	A2 Route C	A2 Route D
Key political issues	Political ideologies	Politics in the USA	International politics

Quality of written communication

Students will be assessed on the quality of their written communication through Assessment Objective 3, according to the following criteria:

Students will be required to:

- ÷ select and use a form and style of writing appropriate to purpose and complex subject matter
- ÷ organise relevant information clearly and coherently, using specialist vocabulary when appropriate
- ÷ ensure that text is legible, and spelling, grammar and punctuation are accurate, so that meaning is clear.

Quality of written communication will be rewarded in the mark schemes for all units where discursive writing is required.

Forbidden combinations and related subjects

Every specification is assigned to a national classification code, indicating the subject area to which it belongs.

Centres should be aware that students who enter for more than one GCE qualification with the same classification code, will have only one grade (the highest) counted for the purpose of the School and College Performance Table.

The classification code for this specification is 4830.

Students entering for this specification may not, at the same series of examinations, enter for any other specification with the title Government and Politics at any level, or any combined specification incorporating the title Government and Politics.

There are linkages with the Advanced Subsidiary GCE and Advanced GCE qualifications in History, Law and Social Policy and to a lesser extent, with subjects such as Economics, Sociology, Economics and Business (Nuffield), and Business Studies.

It should be noted that, where there may be material in common with other specifications (eg Route B in the A2 on Political Ideologies could have some content in common with an option within a History specification); the emphasis in this specification will be on the political analysis of relevant theories, issues and institutions and not on the detailed historical context of the subject matter – assessment instruments will be designed to reflect this emphasis.

Students with particular requirements

Regulations and guidance relating to students with particular requirements are published annually by the Joint Council for General Qualifications and are circulated to Examinations Officers. Further copies of guidance documentation may be obtained by calling Edexcel's Customer Services on 0870 240 9800 or by writing to the address below.

In accordance with the published guidelines, Edexcel is happy to assess whether special consideration or concession can be made for students with particular requirements. Requests should be addressed to:

Special Requirements
Edexcel Foundation
Stewart House
32 Russell Square
London WC1B 5DN

Scheme of assessment

The Advanced Subsidiary GCE has a weighting of 50% when carried forward towards the full Advanced GCE.

AS – 50%

Unit	Method	Length/weighting	Objectives assessed
Unit 1	Written – 2 structured questions from a choice of 4	1 hour 16.67%	1 (50%) 2 (30%) 3 (20%)
Unit 2	Written – 2 structured questions from a choice of 4	1 hour 16.67%	1 (50%) 2 (30%) 3 (20%)
Unit 3	Written – 1 stimulus question from 2, both questions consisting of 3 or 4 stepped parts	1 hour 16.67%	1 (50%) 2 (30%) 3 (20%)

AS total examining time: 3 hours

A2 – 50%

Unit	Route	Method	Length/weighting	Objectives assessed
Unit 4	A, B, C or D	Written – 2 short questions from 4 plus 1 question from a choice of 3 essays	1 hour 15 m 15%	1 (30%) 2 (50%) 3 (20%)
Unit 5	A, B, C or D	Written – 2 short questions from 4 plus 1 question from a choice of 3 essays	1 hour 15 m 15%	1 (30%) 2 (50%) 3 (20%)
Unit 6	A, B, C or D	Written (synoptic) – 2 questions from a choice of 4 essays	1 hour 30 m 20%	1 (30%) 2 (50%) 3 (20%)

A2 total examining time: 4 hours

Total Advanced GCE examining time: 7 hours

Unit and resit rules

Students may retake any individual unit once only and the better result will count towards the final award. The shelf-life of individual units is limited only by the shelf-life of the specification. The full qualification at both AS and Advanced GCE may be retaken more than once.

Awarding and reporting

The grading, awarding and certification of this specification will comply with the requirements of the GCE Code of Practice for courses starting in September 2000.

Language of assessment

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

Relationship of assessment objectives to units

The following table shows the relationship between the assessment objectives and the examination components:

Assessment weightings	AS Units 1-3	A2 Units 4-6	Advanced GCE Units 1-6
AO1	25%	15%	40%
AO2	15%	25%	40%
AO3	10%	10%	20%
Weighting	50%	50%	100%

The weighting reflects the percentage allocation of marks to each assessment objective.

Specification content – Advanced Subsidiary GCE

Unit 1 – People and politics

This unit introduces students to the study of politics by looking at the central ideas of citizenship, democracy and participation, and by examining the representative processes in the UK.

Content outline	Key concepts	Content explanation
Why are political participation and democracy important?	government/state power/authority legitimacy citizenship rights/obligations	- a basic introduction to the nature of power and how power becomes legitimate authority. An understanding of citizenship and of the role of political participation in preserving the rights and freedoms of the individual.
Do elections guarantee democracy?	democracy representation proportional representation electoral mandate referenda	- a knowledge of the different forms of democracy and, in particular, of the main features of a representative democracy. - an awareness of the relationship between elections and democracy and a comparative knowledge of the different types of electoral system used in the UK and of their implications. A knowledge of how and why referenda are used and an ability to discuss their value. (<i>The issue of electoral reform is covered in Unit 3.</i>)
What is the role of political parties?	political party consensus/ adversarial politics liberalism conservatism socialism	- a knowledge of the functions of political parties and an ability to discuss the relationship between political parties and democracy. A knowledge of the ideologies, theories and traditions of the major UK political parties. (<i>The issue of the party system is covered in Unit 3.</i>)
How important are pressure groups?	pressure group sectional/promotional groups insider/outsider groups pluralism	- a knowledge of different categories of pressure group; the factors that contribute to their success; the relationship between pressure groups and democracy.

Unit 2 – Governing the UK

This unit provides an introduction to the major institutions of UK government, examines their relationships with one another and considers their effectiveness.

Content outline	Key concepts	Content explanation
What is the nature of the UK constitution?	constitution, types of constitutional government parliamentary sovereignty	- an understanding of the nature, workings and major principles of the UK constitution within the context of EU membership and a comparative knowledge of different types of constitution. (<i>The issue of constitutional reform is covered in Unit 3.</i>)
What is the role and significance of Parliament?	parliamentary government presidential government fusion/separation of powers representative government	- a knowledge of the functions of Parliament and an ability to discuss how well these functions are performed; in particular, the relationship between Parliament and the Executive. (<i>The issue of parliamentary reform is examined in Unit 3.</i>) - a comparative knowledge of the difference between parliamentary and presidential systems is required.
Who has power within the executive?	cabinet government prime ministerial government accountability ministerial responsibility civil service neutrality open government	- a knowledge of the distribution of power within the UK executive. A knowledge of the factors that influence the relationship between the prime minister and the cabinet. A knowledge of the relationship between ministers and civil servants and of their accountability to Parliament and the public. (<i>Unit 3 addresses the issue of reform.</i>)
Do judges deliver justice and defend freedom?	judicial independence judicial neutrality civil liberty	- a knowledge of the role of the courts in relation to Parliament and the executive. An understanding of the impact of the courts on the issues of civil liberties and individual rights.

Unit 3 – The changing UK system

This unit examines key issues affecting the development of the UK system and considers the impact and desirability of political and constitutional change.

Content outline	Key concepts	Content explanation
Do elections change anything?	party system electoral reform	<ul style="list-style-type: none"> - this unit builds on the knowledge of concepts and institutions developed in Units 1 and 2. - a knowledge of the impact of recent general elections and, in particular, of the changing party system. An ability to discuss the adequacy of the electoral system for the House of Commons and the case for electoral reform.
Is there a need for constitutional reform?	constitutional reform parliamentary reform pluralism	<ul style="list-style-type: none"> - a knowledge of, and ability to evaluate, the constitutional reforms that have been introduced in recent years or are on the political agenda, notably ones that affect the power and accountability of the executive and the role and effectiveness of Parliament. - a knowledge of the different views on constitutional reform of the major parties.
How united is the UK?	devolution federalism nationalism regionalism local democracy	<ul style="list-style-type: none"> - a knowledge of the devolution process and of the impact of the territorial distribution of power on the integrity of the UK, particularly in terms of the relationship between devolved bodies and central government. - a knowledge of the forces and factors that are fuelling decentralisation in the UK and an ability to discuss the adequacy of different constitutional solutions in different parts of the UK.
How has EU membership affected the political system?	national sovereignty European federalism	<ul style="list-style-type: none"> - a knowledge of the developing relationship between the UK and the EU, and of the general political and constitutional implications of EU membership for the UK system, especially in relation to the issue of sovereignty. - a general knowledge of differing positions within and between major parties in relation to the EU.

Advanced GCE: Route A – Key political issues (Units 4A, 5A and 6A)

Unit 4A – UK political issues

This unit examines key policy issues in the UK, particularly those that have affected the outcomes of general elections or stimulated wide ranging public debate.

Content outline	Key concepts	Content explanation
The economy	interventionism free market Keynesianism monetarism nationalisation privatisation	<ul style="list-style-type: none"> - this unit focuses upon the key policy issues in UK politics. It important to note overlaps between Unit 4A and Unit 5A, in that UK policy is increasingly shaped by decisions taken at the EU level; <i>however, questions specifically addressing EU policy and issues will only appear in Unit 5A.</i> Students need to understand the changing policy agenda in the UK since 1945 and be aware of the policies of major parties over the period. However, the main focus of this unit will be on contemporary developments in the post-1979 period. - a knowledge of the general relationship between the state and the market in economic policy and of debates about the role of economic management, as well as specific knowledge of policies in relation to nationalisation, employment, inflation, taxation, exchange rates, prices and incomes, and trade unions.
The welfare state	welfare state social rights social security individual responsibility marketisation	<ul style="list-style-type: none"> - a general knowledge of the scope and scale of welfare provision and of the changing emphasis of the welfare debate in the UK. - a knowledge of party positions and developing public policy related to the benefits or social security system, the education system, the health service and housing provision.
Law and order	public order crime punishment	<ul style="list-style-type: none"> - a knowledge of party positions and developing public policy related to crime and public order. This includes changing attitudes towards prison policy and towards police powers and accountability.

Content outline	Key concepts	Content explanation
Race and ethnicity	racism discrimination multiculturalism minority rights	- an awareness of general issues related to race/ethnicity and race relations within the UK, in particular a knowledge of party positions and public policy on race and racial discrimination/inequality and of attempts to promote racial harmony.
Northern Ireland	nationalism sovereignty unionism republicanism terrorism	- a knowledge of the causes and development of political conflict in Northern Ireland and of UK policy in relation to Northern Ireland, paying particular attention to the post-1969 period; an ability to evaluate the various attempts to resolve the conflict.

Unit 5A – The EU and European issues

This unit examines the political issues that have arisen as a result of the process of European integration and, in particular, ones that are linked to the UK's membership of the EU.

Content outline	Key concepts	Content explanation
European co-operation and the UK	functionalism neo-functionalism Euro-federalism	- a knowledge of the major stages in the process of European integration since 1945 and of the developing relationship between the UK and the EEC/EC/EU. However, the main focus of the unit will be on contemporary developments in the post-1979 period. <i>Students will not be expected to have a detailed knowledge of the treaties, but should be aware of their general thrust and significance.</i>
Political systems of the EU	intergovernmentalism supranationalism democratic deficit	- a knowledge of the key EU institutions and of the balance of policy-making power between them; a knowledge of the role of transnational political groupings and pressure groups and of their policy impact. - a knowledge of debates about the political effectiveness and democratic accountability of EU institutions, and of proposals for political reform within the EU.
European integration and economic policy	political union economic union monetary union	- a knowledge of how and why the process of European integration accelerated from the 1980s onwards and of the major developments through which this occurred, eg the single market, monetary union, growing use of Qualified Majority Voting (QMV), the enlargement debate, etc.
EU policy areas		- a knowledge of the general development of EU policy in areas such as agriculture, fishing, the environment, the regions and anti-discriminatory legislation. <i>Students will not be expected to have a knowledge of all EU policies, but only those that have been important or newsworthy in the UK during the three years preceding the date of the examination.</i>

Unit 6A – Policy-making in the UK

This unit examines the interplay between policy issues and institutions, and draws together knowledge and understanding developed in the AS and in Units 4A and 5A.

Content outline	Key concepts	Content explanation
Institutions and policy making	political issue public policy agenda setting policy initiation policy formulation pressure/influence	<ul style="list-style-type: none"> - a knowledge of the ways in which political parties, pressure groups elections and referendums help to set the policy agenda, and of how policies are formulated and decided through the legislative and executive processes of government within the context of EU membership. The focus will be on the key economic, social and European policies addressed in Units 4A and 5A. - although a general understanding of the policy process is helpful, no knowledge of the theory of policy analysis or of technical matters related to the policy process, such as the role of policy networks, is required. - note that although the emphasis of this unit is upon recent policy developments, a knowledge of general developments in the post-1945 period will be helpful for students. However, the main focus of the unit will be on contemporary developments in the post-1979 period.
Impact of EU membership upon institutions and the policy process	parliamentary and national sovereignty ‘pooling’ sovereignty regionalism citizenship subsidiarity	<ul style="list-style-type: none"> - a knowledge of ways in which European Union policy making, policies and institutions have influenced the policy process in the UK and altered the distribution of policy-making power. - a particular knowledge of how EU membership has impacted on UK political parties and pressure groups and altered the constitutional and political structure of UK government, (including the relationship between and amongst institutions). Note that this goes beyond a narrow concern with the sovereignty debate and addresses issues such as the impact of EU membership upon devolution, and therefore the unity of the UK, and the implications of EU membership for citizenship.

Route B – Political ideologies (Units 4B, 5B and 6B)

Unit 4B – Introducing political ideologies

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

Content outline	Key concepts	Content explanation
Introduction to political ideologies		<ul style="list-style-type: none"> - a knowledge is required of the core ideas, theories and doctrines, and of the general character, of each ideological tradition, of its development and changing fortunes, and of its relationship to other traditions. - the emphasis of Units 4B and 5B is upon the general features of the major ideologies – <i>a knowledge of their contemporary manifestations in the UK may be demonstrated, but questions specifically addressing such developments will only be set in Unit 6B.</i>
Liberalism	human nature individualism freedom justice equality democracy rights toleration	<ul style="list-style-type: none"> - a knowledge of liberal views on human nature, the state, society and the economy. An ability to discuss differing views and tensions within liberal ideology, notably between classical liberalism and modern liberalism.
Conservatism	tradition organic society hierarchy authority libertarianism	<ul style="list-style-type: none"> - a knowledge of conservative views on human nature, the state, society and the economy. A knowledge of differing views and tensions within conservative ideology, particularly related to divisions between traditional conservatism and the New Right.
Socialism	co-operation fraternity collectivism social equality social justice	<ul style="list-style-type: none"> - a knowledge of socialist views on human nature, the state, society and the economy. A knowledge of the distinctive values, theories and political strategies of the Marxist or communist tradition and the democratic socialist or social democratic tradition.

Unit 5B – Other ideological traditions

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

Content outline	Key concepts	Content explanation
Nationalism	nation race patriotism self-determination internationalism	- a knowledge of the variety of nationalist traditions and their different political manifestations, and a knowledge of the cross-cutting character of nationalism and the extent of its compatibility with other ideological traditions. An awareness of the rise and significance of religious fundamentalism will help students discuss post-colonial forms of nationalism, but a detailed knowledge of it is not required.
Anarchism	autonomy utopianism mutualism egoism	- a knowledge of the breadth of anarchist thought, particularly of differences between collectivist anarchism and individualist anarchism, and of anarchism's relationship to socialism and liberalism. - a knowledge of the difficulties anarchists have faced in translating their goals into successful political practice.
Fascism	anti-rationalism struggle leadership racialism/racism totalitarianism Nazism	- a knowledge of tensions within fascist ideology and of differing traditions. An awareness of alleged parallels between fascism and communism in terms of their shared totalitarian character. A detailed knowledge of theories of totalitarianism is not necessary.
Feminism	sex/gender patriarchy public/private divide essentialism	- a knowledge of the distinctive ideas and concepts 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 account of more recent developments.

Unit 6B – Ideological development in the UK

This unit highlights the relationship between ideological belief and practical politics in the UK, drawing together knowledge and understanding developed in the AS and in Units 4B and 5B.

Content outline	Key concepts	Content explanation
Ideological development in the UK		<ul style="list-style-type: none"> - although the emphasis of Unit 6B is on contemporary ideological developments, a knowledge of general developments in the post-1945 period will be helpful for students. However, the main focus of the unit will be on contemporary developments in the post-1979 period.
Liberalism in the UK	civil liberties constitutionalism checks and balances representation neo-liberalism	<ul style="list-style-type: none"> - a knowledge of the impact of liberal ideology upon the theories and ideas of the major political parties and upon the development of public policy in the UK in recent years. - a knowledge of the relationship between liberalism and the process of constitutional change in the UK.
Conservatism in the UK	Thatcherism Toryism one nationalism neo-conservatism	<ul style="list-style-type: none"> - a knowledge of the changing character of British conservatism, of the relationship between conservative ideology and the modern Conservative Party and of the impact of conservative thought upon other parties. - a knowledge of the conservative view of institutional and constitutional reform in the UK.
Socialism in the UK	social democracy third way communitarianism	<ul style="list-style-type: none"> - a knowledge of the changing nature of socialist ideology in the UK, linked in particular to developments in the Labour Party, and of its impact upon public policy. - a knowledge of socialist views on the institutional and constitutional structure of the UK system. <i>No questions will be set on 'far left' parties or movements.</i>

Content outline	Key concepts	Content explanation
<p>Nationalism in the UK</p>	<p>national sovereignty devolution federalism</p>	<ul style="list-style-type: none"> - a knowledge of the impact of nationalism upon the major political parties and of the types of nationalism that operate in the UK. - a knowledge of the impact upon nationalism and of the implications for national identity of the UK's membership of the EU. - a knowledge of the relationship between nationalism and territorial politics in the UK. <i>A detailed knowledge of the institutional workings of devolved bodies or a detailed knowledge of the policies of nationalist parties is not required.</i>

Route C – Politics in the USA (units 4C, 5C and 6C)

Unit 4C – Representation in the USA

This unit examines the representative processes of the US political system and considers their adequacy in terms of popular participation and full democracy.

Content outline	Key concepts	Content explanation
Elections and voting	primary and caucus elections propositions partisanship	<ul style="list-style-type: none"> - Units 4C, 5C and 6C are not merely concerned with the institutional mechanisms of the US political system, but also expect students to have an awareness of the major social, economic and historical factors that condition the contemporary functioning of the system and of important contemporary political events. - a knowledge of the electoral mechanisms used in the US system and of their significance, and an awareness of the factors that explain the outcomes of recent presidential and Congressional elections – <i>a detailed knowledge of electoral behaviour is not required.</i>
Political parties	New Deal liberalism conservatism Reaganism party decline/renewal two-party system	<ul style="list-style-type: none"> - a knowledge of the ideologies, theories and traditions of the Democrats and Republicans, of conflicts and tendencies within each party, and of their coalitions of supporters. - a knowledge of the US party system, of the distribution of power within parties, and of the changing significance of parties as a means of organising the electorate and as channels of political access.

Content outline	Key concepts	Content explanation
Pressure groups	public interest groups private interest groups lobbying	<ul style="list-style-type: none"> - a knowledge of the different categories of groups within the US system and of how they operate. - a knowledge of the policy significance of organised groups and interests, of their resources and tactics, and of debates about their impact upon democracy.
Racial and ethnic politics	civil rights multiculturalism/multi racialism black nationalism	<ul style="list-style-type: none"> - a knowledge of racial and ethnic diversity in the USA and of key issues in minority politics, including forms of minority political activism and the extent of minority representation.

Unit 5C – Governing the USA

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

Content outline	Key concepts	Content explanation
Constitution and Supreme Court	separation of powers checks and balances judicial independence judicial review due process	<ul style="list-style-type: none"> - a knowledge of the nature and principles of the US Constitution. - an awareness of the constitutional framework within which US institutions operate and of the relationship between the Constitution and practical politics. - a knowledge of the role of the Supreme Court, of its impact upon public policy, and an ability to discuss its political significance.
Congress	representation government gridlock	<ul style="list-style-type: none"> - a knowledge of the structure and workings of Congress, of the distribution of power within Congress, and of debates about the adequacy of its representative role. - a knowledge of factors influencing the relationship between Congress and the presidency, and an ability to discuss the policy significance and institutional effectiveness of Congress.
Presidency	presidential system imperial presidency	<ul style="list-style-type: none"> - a knowledge of the formal and informal sources of presidential power and of the relationships between the presidency and other institutions. - an awareness of the factors that affect the role of the presidency and an ability to evaluate the capacity to provide leadership of the presidency and of recent presidents.
Federal bureaucracy	spoils system political control	<ul style="list-style-type: none"> - a knowledge of the general structure and functions of the federal bureaucracy, of the sources of its power, and of the extent of its political accountability.

Content outline	Key concepts	Content explanation
Federalism	federalism intergovernmentalism state powers	<ul style="list-style-type: none"> - a knowledge of the relationship between the federal government and state governments and of the changing forms and theories of federalism. - an awareness of debates about the need for and health of federalism in the USA.

Unit 6C – Comparative UK and US politics

This unit compares and contrasts the UK and US political systems, drawing together knowledge and understanding developed in the AS and in Units 4C and 5C

Content outline	Key concepts	Content explanation
Constitutions and judiciaries	constitutionalism limited government entrenchment judicial reviews	<ul style="list-style-type: none"> - the emphasis of this unit is upon the UK and US political systems, but students may make reference to other systems that have comparable or contrasting features, <i>no detailed knowledge of other systems is required.</i> - a knowledge of differences between the constitutions and constitutional structures of the UK and the USA, notably the implications of ‘written’ and ‘unwritten’ constitutions, and an ability to discuss the general role and performance of constitutions. - a knowledge of the contrasting roles and political significance of the UK and US judiciaries.
Assemblies	parliamentary government scrutiny political control representation legitimacy	<ul style="list-style-type: none"> - a knowledge of the different constitutional and political frameworks within which Parliament and Congress operate, of the factors that affect their relations with the executive and their policy impact, and an ability to evaluate the general significance of assemblies.
Executives	presidential government prime ministerial government cabinet government bureaucracy accountability neutrality	<ul style="list-style-type: none"> - a knowledge of the organisation of the political executive in the UK and the USA, of the distribution of power within the political executive, and of its relationship to other government bodies. - a knowledge of the power and accountability of the bureaucracy in the UK and the USA, and an ability to evaluate the general significance of the executive branch of government.

Content outline	Key concepts	Content explanation
Elections and political parties	representative democracy electoral mandate party system	<ul style="list-style-type: none"> - a knowledge of the electoral arrangements and party systems found in the UK and the USA, and an awareness of the links between elections and parties. - a knowledge of the ideological positions of UK and US parties and an ability to evaluate the general significance of elections and political parties in terms of representation and participation.
Pressure groups	types of groups pluralism corporatism	<ul style="list-style-type: none"> - a knowledge of the role and significance of group politics in the UK and the USA and of the factors that affect the policy impact of particular groups and within different systems. - an awareness of debates about the general relationship of pressure groups to democracy and political stability.
Territorial politics	federalism devolution local government	<ul style="list-style-type: none"> - a knowledge of the territorial distribution of power in the UK and the USA, particularly the ability to discuss similarities and differences between devolution and federalism. - a knowledge of the general factors influencing the territorial distribution of power within states and of the arguments for and against decentralisation.

Route D – International politics (Units 4D, 5D and 6D)

Unit 4D – Introducing international politics

This unit provides an introduction to international politics by examining key international organisations and the major developments in international relations since 1945.

Content outline	Key concepts	Content explanation
Changing world order	bipolarity multipolarity great power superpower globalisation	<ul style="list-style-type: none"> - the emphasis of this unit is upon a political approach to international events, utilising a range of conceptual material to analyse key developments and the roles of international agencies. A knowledge of which countries are considered to be superpowers. <i>Questions will not be set on the theory of international relations.</i> - a knowledge of the changing nature of the international system in the post-1945 period and an ability to discuss the implications of events such as the collapse of communism on the nature of world order. However, the main focus of the unit will be on contemporary developments in the post-1979 period.
International organisations	intergovernmentalism supranationalism international law world government	<ul style="list-style-type: none"> - a knowledge of the origins, development and role of major international institutions, from 1945, in relation to the key problems of international politics. The emphasis will be upon the role and performance of the United Nations, but students should also have a knowledge of bodies such as the International and European Courts, the IMF, the World Bank, WTO, NATO and the CSCE.
European integration	Euro-federalism national sovereignty subsidiarity	<ul style="list-style-type: none"> - a knowledge of the origins and development of the EEC/EC/EU, of the general factors that have fostered European integration, and of the nature and significance of the EU as an international body. - a knowledge of the process of European integration from the 1980s onwards and of the major developments through which this has occurred, particularly economic and monetary union, and an awareness of the general process of enlargement.

Content outline	Key concepts	Content explanation
Global economy	economic sovereignty economic globalisation North-South divide neo-colonialism	<ul style="list-style-type: none"> - a knowledge of the bases of economic power and of the significance of economic factors in international politics. - a knowledge of the changing nature of the global economy, of the distribution of power and resources within it, and of the effectiveness of policies such as foreign aid and economic sanctions.

Unit 5D – Issues in international politics

This unit examines key issues in recent international politics and considers the nature of conflict and conflict resolution at the international level.

Content outline	Key concepts	Content explanation
Developments in international politics	international conflict balance of power	- this unit focuses upon recent or contemporary international issues and examines the regional and global significance of international problems, giving students the opportunity to operationalise the knowledge and understanding covered in Unit 4D. Students will need a knowledge of the major or newsworthy events in international politics in the three years preceding the date of the examination and an understanding of the nature of conflict and conflict resolution at the international level. <i>Although no questions will be set that specifically refer to earlier events, students may need to be aware of a wider historical context in order fully to understand contemporary developments.</i>
Regional conflict	regional stability	- a knowledge of the origins and development of recent conflicts between and among states and an ability to discuss their consequences in terms of regional stability and the regional balance of power.
International intervention	interventionism human rights	- a knowledge of recent cases of international intervention, both military and humanitarian, of the reasons and justifications for intervention, and an ability to evaluate their effectiveness in terms of international security and justice.
Impact of international organisations		- a knowledge of the role and significance of international organisations, such as the United Nations, NATO, the EU, the World Bank and the IMF, in relation to recent regional and global conflicts, and an ability to evaluate their performance. - a knowledge of recent international summits and conferences that have addressed issues of international importance or have attempted to resolve international problems and conflicts.

Unit 6D – International politics and the UK

This unit looks at the impact upon UK politics of developments at the international level and thus draws together knowledge and understanding developed in the AS and in Units 4D and 5D.

Content outline	Key concepts	Content explanation
International organisations and the UK	national sovereignty world role	<ul style="list-style-type: none"> - a knowledge of the UK's membership of major international organisations and of their role and importance in shaping economic, defence and foreign policy in the UK. - an awareness of party positions and political debate in the UK in relation to international bodies and particularly the United Nations.
International events and the UK	national security national interest	<ul style="list-style-type: none"> - a knowledge of the UK's involvement in significant events and developments in international politics in the three years preceding the date of the examination. - an awareness of the institutional processes through which the UK's involvement in international events and problems is discussed and decided, and of party and pressure group positions on such issues.
EU membership and the UK	pooling sovereignty	<ul style="list-style-type: none"> - a knowledge of the implications for the UK political system of membership of the EU, in particular, the impact of EU policies and institutions on the role of the prime minister and other ministers, Parliament, the Civil Service, the judiciary, the party system, pressure groups and territorial politics.
European integration and the UK	pro-Europeanism Euroscepticism	<ul style="list-style-type: none"> - a knowledge of the development of government policy in the UK in relation to the process of integration within the EU. - an awareness of the debate within and between UK political parties over the issue of European integration, of differing views of the European project, and of the impact of Europe upon electoral politics in the UK.

Grade descriptions

The following grade descriptions indicate the level of attainment characteristic of Grades A, C and E at Advanced GCE. They give a general indication of the required learning outcomes at each specified grade. The descriptions should be interpreted in relation to the content specified in the specification; they are not designed to define that content. The grade awarded will depend in practice upon the extent to which the student has met the assessment objectives overall. Shortcomings in some aspects of the examination may be balanced by better performances in others.

Grade A

Students demonstrate a comprehensive knowledge of political institutions and processes and the relationships between them producing answers which fully address the requirements of the question and demonstrate excellent contextual awareness. They produce answers which include detailed and comprehensive interpretations or explanations and provide accurate evidence and up to date examples to substantiate and illustrate points made.

Students confidently apply a wide range of well developed concepts and theories, using appropriate political vocabulary, to analyse and synthesise political information and to construct cogent and coherent arguments and explanations.

Students provide analyses which display a sophisticated awareness of differing viewpoints and a clear recognition of issues. Parallels and connections or similarities and differences are identified together with well developed comparisons. There is a clear and full evaluation of political institutions, processes, behaviour, arguments or explanations.

Students communicate arguments, explanations and conclusions with clarity and produce answers with a clear sense of direction culminating in a conclusion which flows from the discussion.

Grade C

Students demonstrate good knowledge of political institutions and processes and the relationships between them producing answers with a clear attempt at addressing the requirements of the question and which demonstrate sound contextual awareness. They produce answers which include developed and effective interpretations or explanations and provide clear evidence backed up by good examples to illustrate points made.

Students apply a range of developed concepts and theories, using political vocabulary to analyse and synthesise political information and to construct clear arguments and explanations.

Students provide analyses which display an awareness of differing viewpoints and a recognition of issues. There is a clear recognition of parallels and connections or similarities and differences together with some good comparisons. There is good evaluation of political institutions, processes, behaviour, arguments or explanations.

Students communicate arguments, explanations and conclusions well and produce answers with a conclusion clearly linked to the preceding discussion.

Grade E

Students demonstrate an outline knowledge of political institutions and processes and some relationships between them producing answers with a limited attempt at addressing the requirements of the question. They may demonstrate contextual awareness covering part of the question. They produce comments which include a partial but reasonably effective attempt at interpretation or explanation with some outline examples to illustrate points.

Students use a limited range of concepts and theories to consider political information and begin to construct arguments and explanations.

Students offer limited analysis which shows some awareness of differing viewpoints. There is a recognition of basic parallels and connections or similarities and differences together with limited comparisons. There is a simple attempt to evaluate political institutions, processes, behaviour, arguments or explanations.

Students communicate arguments and conclusions adequately with straight forward narrative and/or explanation. A conclusion may be offered but its relationship to the preceding discussion may be modest or implicit.

Textbooks and other resources

The following is a list of reading material that covers the requirements of the AS and Advanced GCE specifications. It will be appreciated that no single text covers the whole specification.

The list is not exhaustive but it does represent a range of books written at the appropriate level. The reference and supplementary sources listed will contain post-Advanced GCE material but it is felt that some sections in these books will be of considerable value to the Advanced GCE student.

The asterisk (*) denotes texts that are recommended for student use.

Journals

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

Talking Politics, *The Journal of the Politics Association*; *Parliamentary Affairs*, *The Journal of the Hansard Society for Parliamentary Government*, both available from Studio 16, I-Mex Business Park, Hamilton Road, Longsight, Manchester, M13 0PD; *Politics Review*, available from Philip Allan Publishers Ltd., Market Place, Deddington, Oxford OX5 4SE; *Developments in Politics, An Annual Review*, available from Causeway Press, PO Box 13, Ormskirk, Lancashire L39 5HP.

(A) Books that cover parts of or all of the AS

Brazier R	<i>Constitutional Reform</i>	(Clarendon Press, 1997)
Budge I and McKay D	<i>The Changing British Political System: Into the 1990s – 3rd Ed</i>	(Longman, 1998)
* Coxall B	<i>Contemporary British Politics – 3rd Ed</i>	(Macmillan, 1998)
* Crick B and Crick T	<i>What is Politics?</i>	(Edward Arnold, 1987)
Dunleavy P et al	<i>Developments in British Politics 5</i>	(Macmillan, 1997)
Foley M	<i>The Rise of the British Presidency</i>	
Grant M	<i>Understanding Politics – 2nd Ed</i>	(Stanley Thornes, 1998)
Grant W, Hall/Harvester	<i>Pressure Groups, Politics and Democracy – 2nd Ed</i>	(Prentice Wheatsheaf, 1995)
Griffith J A G	<i>The Politics of the Judiciary</i>	(Longman, 1998)
Hazell R	<i>Constitutional Futures</i>	(Oxford, 1999)
Hennessy P	<i>The Hidden Wiring: Unearthing the British Constitution</i>	(Gollancz, 1995)
Heywood A	<i>Politics</i>	(Macmillan, 1997)
* Jones B (ed)	<i>Politics UK – 3rd Ed</i>	(Harvester-Wheatsheaf, 1998)
Jones B and Kavanagh D (eds)	<i>British Politics Today – 6th Ed</i>	(1998)

* Kingston J	<i>Government and Politics in Britain – 2nd Ed</i>	(Polity Press, 1995)
Lee S	<i>Judging Judges – 2nd Ed</i>	(Faber & Faber, 1989)
A Liplow	<i>Political Parties and Democracy</i>	(Pluto Press, 1996)
Loder R A W R and Dunleavy P (eds)	<i>Prime Minister, Cabinet and Core Executive</i>	(Macmillan, 1995)
Marr A	<i>Ruling Britannia</i>	(Penguin, 1996)
Norton P	<i>Does Parliament Matter?</i>	(Harvester Wheatsheaf, 1993)
Norton P	<i>The British Polity</i>	(Longman, 1994)
Paffer R	<i>The British Civil Service</i>	(Harvester-Wheatsheaf, 1995)
Punnett R M	<i>British Government and Politics – 6th Ed</i>	(Dartmouth, 1994)
* Roberts D	<i>British Politics in Focus</i>	(Causeway Press, 1996)
Robins L et al (eds)	<i>Britain's Changing Party System</i>	(Leicester University Press, 1994)

(B) Books that cover the A2 routes

Route A: Key political issues

Budge I and McKay D	<i>The Developing British Political System: The 1990s, – 3rd Ed</i>	(Longman, 1993)
Dorey P	<i>British Politics since 1945</i>	(Blackwell, 1995)
Dunleavy P et al (eds)	<i>Developments in British Politics 5</i>	(Macmillan, 1997)
Jones B	<i>Political Issues in Britain today – 4th Ed</i>	(Manchester University Press, 1994)
* Jones B	<i>Politics UK – 2nd Ed</i>	(Harvester-Wheatsheaf, 1994)
Mullard M (ed)	<i>Policy Making in Britain: An Introduction</i>	(Routledge, 1995)

Books dealing with specific areas in route A

Baggott R	<i>Health and Health Care in Britain</i>	(Macmillan, 1994)
Carter A	<i>The Politics of Women's Rights</i>	(Longman, 1987)
Deakin N	<i>The Politics of Welfare: Continuities and Change – 2nd Ed</i>	(Harvester Wheatsheaf, 1994)
Gamble A	<i>Britain in Decline: Economics Policy, Political Strategy and the British State – 4th Ed</i>	(Macmillan, 1994)
Kavanagh D	<i>Election Campaigning: The New Politics of Marketing</i>	(Blackwell, 1995)

McCormick J	<i>Understanding the European Union</i>	(Macmillan, 1999)
Negrine R	<i>Politics and the Mass Media in Britain – 2nd Ed</i>	(Routledge, 1994)
Robinson M	<i>The Greening of British Politics</i>	(Manchester University Press)
Solomos J	<i>Race and Racism in Britain – 2nd Ed</i>	(Macmillan, 1993)
Watts D	<i>Introducing the European, available from the Politics Association Resource Centre</i>	
Watts D	<i>Modern British Politics Volumes 1 and 2</i>	(Sheffield Hallam University, 1998)

Specialised articles appear in *Contemporary British History*, the Journal of Contemporary British History, Frank Cass, Newbury House, 890-900 Eastern Avenue, Newbury Park, Ilford, Essex IG2 7HH.

Route B Political ideologies

* Adams I	<i>Political Ideologies and Politics in Britain Today</i>	(Manchester University Press, 1998)
Arblaster A	<i>Democracy – 2nd Ed</i>	(OUP 1994)
Arblaster A	<i>The Rise and Decline of Western Liberalism</i>	(Basil Blackwell, 1984)
Eatwell R and *Wright A (eds)	<i>Contemporary Ideas</i>	(Pinter, 1997)
* Heywood A	<i>Political Ideologies – 2nd Ed</i>	(Macmillan, 1998)
Heywood A	<i>Political Theory</i>	(Macmillan, 1999)
Leach R	<i>British Political Ideologies</i>	(Philip Allen, 1996)
Miller D	<i>The Blackwell Encyclopaedia of Political Thought</i>	(Blackwell, 1987)
* Eccleshall R, Geoghegan V, Jay R and Wilford R	<i>Political Ideologies</i>	(Hutchinson, 1995)

Books dealing with specific areas in Route B

* Alter P	<i>Nationalism</i>	(Edward Arnold, 1989)
Barry N P	<i>The New Right</i>	(Croom Helm, 1987)
Bramwell A	<i>Ecology in the 20th Century: A History</i>	(Yale University Press, 1989)
* Bryson V	<i>Feminist Political Theory</i>	(Macmillan, 1992)
* Carter A	<i>The Political Theory of Anarchism</i>	(Routledge, Kegan Paul, 1982)
Crick B	<i>Socialism</i>	(Open University Press, 1987)

Dobson A	<i>The Green Reader</i>	(Andre Deutsch, 1991)
* Dobson A	<i>Green Political Thought</i>	(Harper Collins, 1990)
Eatwell R and O’Sullivan N	<i>The Nature of the Right</i>	(Pinter, 1992)
Eckersley R	<i>Environmentalism and Political Theory</i>	(UCL Press, 1992)
Elshtain J B	<i>Public Man, Private Woman, Chapters 3-5</i>	(Martin Roberston, 1981)
Gamble A	<i>The Free Economy and the Strong State</i>	(Macmillan, 1992)
Gilmour I	<i>Dancing with Dogma</i>	(Pocket Books, 1993)
Gray J	<i>Liberalism – 2nd Ed</i>	(Open University Press)
Griffen R	<i>The Nature of Fascism</i>	(Routledge, 1993)
Griffen R (ed)	<i>Fascism</i>	(Oxford University Press, 1995)
Hall J A	<i>Liberalism: Politics, Ideology and the Market</i>	(Paladin, 1988)
Humm M (ed)	<i>Feminisms – A Reader</i>	(Harvester Wheatsheaf, 1992)
* Holden B	<i>Understanding Liberal Democracy – 2nd Ed</i>	(Harvester-Wheatsheaf, 1993)
Lone D	<i>The Rise and Fall of State Socialism</i>	(Polity Press, 1997)
Marshall P	<i>Demanding the Impossible – A History of Anarchism</i>	(Fontana, 1993)
Marshall P	<i>Nature’s Web: Rethinking our Place on Earth</i>	(Cassell, 1995)
McLellan D	<i>Socialism and Democracy</i>	(Macmillan, 1991)
McLellan D	<i>Marxism after Marx</i>	(Macmillan, 1979)
* McLellan D	<i>Ideology</i>	(Open University Press, 1986)
Miller D	<i>Anarchism</i>	(Dent, 1983)
Neocleous M	<i>Fascism</i>	(Open University Press, 1997)
* O’Sullivan N	<i>Fascism</i>	(Dent, 1984)
Sassoon D	<i>One Hundred Years of Socialism</i>	(Fontana, 1997)
Scruton R	<i>The Meaning of Conservatism</i>	(Macmillan, 1984)
Schwarzmantel J	<i>Socialism and the Idea of the Nation</i>	(Harvester-Wheatsheaf, 1991)
* Wright A	<i>Socialisms</i>	(Oxford, 1987)

Route C Politics in the USA

N Bowles	<i>The Government and Politics of the United States</i>	(Macmillan, 1990)
Grant A	<i>The American Political Process</i>	(Dartmouth, 1994)
* King A	<i>The New American Political System</i>	(Macmillan, 1990)
Maidment R and Tappin M	<i>American Politics Today – 3rd Ed</i>	(Manchester University Press, 1990)
McKay	<i>American Politics and Society</i>	(Blackwell, 1993)
McNaughton N	<i>Success in Politics</i>	(John Murray, 1996)
* Peele G et al	<i>Developments in American Politics 2 – 2nd Ed</i>	(Macmillan, 1994)
Scheiner E and Cross B	<i>Congress Today</i>	(St Martin, 1993)
Skidmore M	<i>American Government</i>	(St Martin, 1993)
Walker T and Epstein L	<i>The Supreme Court of the United States</i>	(St Martin, 1993)
Williams A	<i>US Government and Politics</i>	(Heinemann, 1996)

Route D International politics

* Calvocoressi P	<i>World Politics Since 1945</i>	(Longman, 1989)
Jones P	<i>Introducing International Politics</i>	Williams Pavic, 1996)
Weggs J R	<i>Europe Since 1945</i>	Williams Macmillan, 1994)

Books which cover the theoretical dimension

Halliday F	<i>Rethinking International Relations</i>	(Macmillan, 1994)
Harris P (ed)	<i>The Teaching of Contemporary World Issues</i>	(HMSO, 1987)
* Holsti K J	<i>International Politics: A Framework for Analysis</i>	(Prentice Hall, 1987)
Kegley C and Wittkopf E	<i>World Politics – 4th Ed</i>	(Macmillan, 1993)

Books which deal with specific topics or sub-areas

Berridge G R	<i>Return to the UN: UN Diplomacy Regional Conflicts</i>	(Macmillan, 1991)
Denitch B	<i>The End of the Cold War</i>	(Blackwell, 1990)
Forsythe D	<i>Human Rights and World Politics</i>	(University of Nebraska Press, 1989)
Halliday F	<i>Cold War, Third World</i>	(Hutchinson Radius, 1990)
Hancock P et al	<i>Politics in Western Europe</i>	(Macmillan, 1992)
Lister M	<i>The European Community and the Developing World</i>	(Gower, 1988)
Luard E	<i>The United Nations</i>	(Macmillan, 1994)
* Pilkington C	<i>Britain in the European Union Today</i>	(Manchester University Press, 1995)
Pravda A and White S et al	<i>The Politics of Foreign Policy in Development in Soviet and post- Soviet Politics</i>	(Blackwell, 1992)
Pugh M and Williams P (eds)	<i>Superpower Politics</i>	(Manchester University Press, 1990)
* Snow D	<i>Distant Thunder: Third World Conflict and the New Internal Order</i>	(Macmillan, 1993)
Snow D	<i>The Shape of the Future in the Post- Cold War World</i>	(Sharpe, 1991)
Taylor P and Croom A J	<i>Frameworks for International Co- operation</i>	(Pinter 1991)
Tugendhat C and Wallace W	<i>Options for British Foreign Policy in the 1990s</i>	(Routledge, 1988)
Unwin D and Paterson W	<i>Politics in Western Europe Today</i>	(Longman, 1990)

Support and training

Support

The following specification support materials will be available from:

Edexcel Publications
Adamsway
Mansfield
Notts NG18 4FN

Tel: 01623 467 467

Fax: 01623 450 481

E-mail: publications@linneydirect.com

Teachers' guide: offers support on how to deliver the content of this specification with particular reference to possible course design and further help with key skills.

Specimen papers and mark schemes: gives examples of how Edexcel might examine the content of this new specification.

Past papers and mark schemes with examiners' comments will be available after first examination of the specification. The Edexcel publication catalogue may be viewed online at www.edexcel.org.uk/information for centres.

Training

Each year Edexcel provides a programme of training courses covering aspects of the specifications and assessment. These courses take place throughout the country. For further information about what is planned for the coming year, please consult the annual Professional Development and Training Guide, which is sent to all centres or contact:

Professional Development and Training
Edexcel Foundation
Stewart House
32 Russell Square
London
WC1B 5DN

Tel: 0870 240 9800

Fax: 020 7758 5951

E-mail: trainingbookings@edexcel.org.uk

Appendices

Appendix 1: Key skills development

The AS/Advanced GCE in Government and Politics offers a range of opportunities for students to both:

- ÷ develop their key skills, and
- ÷ generate assessed evidence for their portfolios.

In particular the following key skills at level 3 can be developed and assessed through this specification:

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

Copies of the key skills specifications can be ordered through the publications catalogue. The individual key skills units are divided into three parts:

- ÷ Part A: what you need to know – this identifies the underpinning knowledge and skills required.
- ÷ Part B: what you must do – this identifies the evidence that students must produce for their portfolios.
- ÷ Part C: guidance – this gives examples of possible activities and types of evidence that may be generated.

This specification signposts development and internal assessment opportunities which are based on Part B of the level 3 key skills units. The evidence generated will be internally assessed and contribute to the students' key skills portfolio. In addition, in order to achieve the key skills qualification, students will need to take the additional external tests associated with communication, information technology and application of number.

Each unit within the specification will provide opportunities for the development of some or all of the key skills identified. This section identifies the key skills evidence requirements and also provides a mapping of those opportunities. Students will need to have opportunities to develop their skills over time before they are ready for assessment. For each skill, you will find illustrative activities that will aid this key skill development and facilitate the generation of appropriate portfolio evidence. To assist in the recording of key skills evidence Edexcel has produced recording documentation which can be ordered from the publications catalogue.

Appendix 2: Mapping of key skills summary table

Key skills (Level 3)	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Communication						
C3.1a	✓	✓	✓	✓	✓	✓
C3.1b	✓	✓	✓	✓	✓	✓
C3.2	✓	✓	✓	✓	✓	✓
C3.3	✓	✓	✓	✓	✓	✓
Information technology						
IT3.1	✓	✓	✓	✓	✓	✓
IT3.2	✓	✓	✓	✓	✓	✓
IT3.3	✓	✓	✓	✓	✓	✓
Application of number						
N3.1	✓	✓	✓	✓	✓	✓
N3.2	N/A	N/A	N/A	N/A	N/A	N/A
N3.3	N/A	N/A	N/A	N/A	N/A	N/A

Key skills (Level 3)	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Working with others						
WO3.1	✓	✓	✓	✓	✓	✓
WO3.2	✓	✓	✓	✓	✓	✓
WO3.3	✓	✓	✓	✓	✓	✓
Improving own learning and performance						
LP3.1	✓	✓	✓	✓	✓	✓
LP3.2	✓	✓	✓	✓	✓	✓
LP3.3	✓	✓	✓	✓	✓	✓
Problem solving						
PS3.1	✓	✓	✓	✓	✓	✓
PS3.2	✓	✓	✓	✓	✓	✓
PS3.3	✓	✓	✓	✓	✓	✓
PS3.4	✓	✓	✓	✓	✓	✓

Communication – level 3

Key skill portfolio evidence requirement	AS/A2 Units	Opportunities for development or internal assessment
<p>C3.1a Contribute to a group discussion about a complex subject.</p>	<p>1, 2, 3, 4, 5, 6</p>	<p>There are numerous topics throughout the specification that could be used to create a group discussion. Some examples might be: democracy as against dictatorship (Unit 1); the relationship between the House of Commons and the House of Lords (Unit 2); constitutional reform (Unit 3); the democratic accountability of EU institutions (Unit 5A); different ideological traditions (Unit 4B); the different frameworks within which Parliament and Congress operate (Unit 6C); European integration as against Euroscepticism (Unit 6D). During a group discussion on a complex subject, students should make clear and relevant contributions, develop points and ideas whilst listening and responding to others.</p>
<p>C3.1b Make a presentation about a complex subject, using at least one image to illustrate complex points.</p>	<p>1, 2, 3, 4, 5, 6</p>	<p>Students could choose a topic from their chosen A2 Route and build a presentation around it, eg the relationship between the state and the market in managing economic policy (Unit 4A); the emergence of New Labour and its impact on public policy (Unit 6B); a comparison of the electoral arrangements in the UK and the US (Unit 6C); the implications for the UK political system of membership of the EU (Unit 6D). Presentations could also be made on a number of topics from other units, eg those specified in C3.1a above. A presentation should have a logical structure that allows the audience to follow the sequence of information and ideas. Where appropriate, images should be used to both illustrate points and help engage the audience. Images could include charts, tables, diagrams, or pictures.</p>
<p>C3.2 Select and synthesise information from two extended documents about a complex subject. One of these documents should include at least one image.</p>	<p>1, 2, 3, 4, 5, 6</p>	<p>Students will have a number of opportunities to read and synthesise information from two extended documents. For example as part of their preparation for the discussion and presentation of a complex subject, students will need to carry out preliminary research. Extended documents may include textbooks and reports and articles of more than three pages. At least one of these documents should contain an image from which students can draw appropriate and relevant information.</p>

Key skill portfolio evidence requirement	AS/A2 Units	Opportunities for development or internal assessment
<p>C3.3 Write two different types of documents about complex subjects. One piece of writing should be an extended document and include at least one image.</p>	<p>1, 2, 3, 4, 5, 6</p>	<p>Students are required to produce two different types of document. At least one of these should be an extended document – a report or an essay of more than three pages, for example. The document should have a form and style of writing which is fit, both for its purpose and the complex subject matter covered. At least one of the documents should include an appropriate image that contains, and effectively conveys, relevant information. Specialist vocabulary should be used where appropriate and the information in the document should be clearly and coherently organised, eg through the use of headings, paragraphs, etc. All units offer naturally occurring opportunities to meet this section.</p>

Evidence

Student evidence for communication could include:

- + tutor observation records
- + preparatory notes
- + audio/video tapes
- + notes based on documents read
- + essays.

Information technology – level 3

Key skill portfolio evidence requirement	AS/A2 Units	Opportunities for development or internal assessment
<p>IT3.1 Plan and use different sources to search for, and select, information required for two different purposes.</p>	<p>1, 2, 3, 4, 5, 6</p>	<p>When producing work for their Government and Politics Advanced GCE, students will have numerous opportunities to use relevant information technology in all units. The internet, CD ROM, etc could be used to collect information. Students will need to plan, and document, how they are to use IT as part of the activity, including how they will search for and incorporate relevant information from different electronic sources. Information selected must be relevant and of the appropriate quality. Examples of activities might be: the factors influencing the outcomes of recent general elections (Unit 3); the changing emphasis of the welfare debate in the UK (Unit 4A); a knowledge of the key EU institutions and of the balance of policy-making power between them (Unit 5A).</p> <p>Examples of sources of useful information:</p> <p>Office of National Statistics http://www.ons.gov.uk The Treasury http://www.hm-treasury.gov.uk</p>
<p>IT3.2 Explore, develop, and exchange information and derive new information to meet two different purposes.</p>	<p>1, 2, 3, 4, 5, 6</p>	<p>Students are required to bring together their selected information in a consistent format, and use automated routines where appropriate. For example, using icons and macros to generate standard forms of lists, tables, images, etc.</p> <p>Students should sort and group the information generated, to allow them to draw conclusions, producing graphs and charts, if appropriate. For example, students could be working towards giving a presentation based on their findings. Information could be presented in handouts and/or as part of an automated slide show. Early drafts could be e-mailed to the tutor for feedback, or could be stored on a shared drive, for access by others.</p>
<p>IT3.3 Present information from different sources for two different purposes and audiences. Your work must include at least one example of text, one example of images and one example of numbers.</p>	<p>1, 2, 3, 4, 5, 6</p>	<p>In presenting information, students will need to develop a structure which may involve the modification of templates, the application of page numbers, dates, etc. Tutors may provide early feedback on layout, content and style that will result in formatting changes (early drafts should be kept as portfolio evidence).</p> <p>The final format should be suitable for its purpose and audience, eg OHTS/handouts for a presentation, etc. The document should have accurate spelling (use of spell-checker) and have been proof-read.</p>

Evidence

Student evidence for information technology could include: tutor observation records; preparatory plans; print-outs with annotations; draft documents.

Application of number – level 3

Key skill portfolio evidence requirement	AS/A2 Units	Opportunities for development or internal assessment
<p>N3.1 Plan and interpret information from two different types of sources, including a large data set.</p>	1, 2, 3, 4, 5, 6	<p>Students must plan how to obtain and use the information which is needed to meet the purpose of the activity. They must ensure that the relevant information is obtained. There are examples of activities arising from the specification content that could be used, eg statistics relating to election outcomes or demographic statistics, deriving from, for example, official government sources or the press or the internet and reflecting the respective purposes of those different sources.</p>
<p>N3.2 Carry out multi-stage calculations to do with:</p> <ul style="list-style-type: none"> a amounts and sizes b scales and proportion c handling statistics d re-arranging and using formulae. <p>You should work with a large data set on at least one occasion.</p>	N/A	<p>There may be some parts of the course where some of these calculations could arise naturally, eg those mentioned in N3.1 above but there are not likely to be naturally-occurring activities that would cover all of them.</p>
<p>N3.3 Interpret results of your calculations, present your findings and justify your methods. You must use at least one graph, one chart and one diagram.</p>	N/A	<p>Interpreting results of calculations would be limited to those arising as above.</p>

Evidence

Student evidence for application of number could include:

- + copies of students' plans
- + records of information obtained
- + justification of methods used
- + records of calculations showing methods used
- + reports of findings.

Improving own learning and performance – level 3

Key skill portfolio evidence requirement	AS/A2 Units	Opportunities for development or internal assessment
<p>LP3.1 Agree targets and plan how these will be met, using support from appropriate others.</p>	<p>1, 2, 3, 4, 5, 6</p>	<p>(AS) Understanding the importance of citizenship, democracy and participation (Unit 1) offers the opportunity for each student to set their own particular skills targets in an action plan and work to meet those targets, with appropriate support from others, eg their tutor.</p> <p>(A2) Students could plan to improve their essay writing, examination or data response skills. This key skill can form a very effective focus for a tutorial programme or a study skills unit. It can be used to monitor progress and develop career awareness and skills.</p>
<p>LP3.2 Use your plan, seeking feedback and support from relevant sources to help meet your targets, and use different ways of learning to meet new demands.</p>	<p>1, 2, 3, 4, 5, 6</p>	<p>Students use the plan effectively when improving their skills. This will involve prioritising action, managing time effectively and revising their plan as necessary. The student should seek and use feedback and support and draw on different approaches to Learning.</p>
<p>LP3.3 Review progress establishing evidence of achievements, and agree action for improving performance.</p>	<p>1, 2, 3, 4, 5, 6</p>	<p>Students should review their own progress and the quality of their learning and performance. They should identify targets met, providing evidence of achievements from relevant sources. They should confirm with others, (eg their tutor), action for improving their performance.</p>

Evidence

Student evidence for improving own learning and performance could include: tutor records; annotated action plans; records of discussions; learning log; work produced.

Working with others – level 3

Key skill portfolio evidence requirement	AS/A2 Units	Opportunities for development or internal assessment
<p>WO3.1 Plan the activity with others, agreeing objectives, responsibilities and working arrangements.</p>	<p>1, 2, 3, 4, 5, 6</p>	<p>Students could work in groups of 6 – 8 and be required to investigate a given topic. Initial work will require identification of and agreeing of objectives and planning how to meet these, including any necessary action and resources required. The group needs to agree responsibilities and working arrangements.</p> <p>There are examples of topics which could be suitable for group work in each unit in the specification – see, for example, many of those listed under communication, application of number and IT above.</p>
<p>WO3.2 Work towards achieving the agreed objectives, seeking to establish and maintain co-operative working relationships in meeting your responsibilities.</p>	<p>1, 2, 3, 4, 5, 6</p>	<p>When working towards their agreed objectives students could work in pairs, with each pair taking a specific perspective(s). Students will need to plan and organise their work effectively, to meet agreed deadlines and maintain appropriate working relationships.</p>
<p>WO3.3 Review the activity with others against the agreed objectives and agree ways of enhancing collaborative work.</p>	<p>1, 2, 3, 4, 5, 6</p>	<p>Once completed the full group needs to review outcomes against the agreed objectives. In doing this they should identify factors that have influenced the outcome and agree on the ways in which the activity could have been carried out more effectively.</p>

Evidence

Student evidence for working with others could include:

- ÷ tutor observation records
- ÷ preparatory plans
- ÷ records of process and progress made
- ÷ evaluative reports.

Problem solving – level 3

There are numerous political ‘problems’ that could be used as a focus for this key skill. It is worth noting, however, that such opportunities will not necessarily arise naturally in the delivery of the specification.

Key skill portfolio evidence requirement	AS/A2 Units	Opportunities for development or internal assessment
<p>PS3.1 Recognise, explore and describe the problem and agree the standards for its solution.</p>	1, 2, 3, 4, 5, 6	Students will need to identify the problem and explore its main features and agree standards that have to be met to show successful resolution of the problem.
<p>PS3.2 Generate and compare at least two options which could be used to solve the problem, and justify the option for taking forward.</p>	1, 2, 3, 4, 5, 6	Students are required to select and use appropriate methods for generating different options for tackling the problem and compare the features of each option, selecting the most suitable one.
<p>PS3.3 Plan and implement at least one option for solving the problem, and review progress towards its solution.</p>	1, 2, 3, 4, 5, 6	The implementation of the chosen option will need to be planned and permission gained to implement it. Implementation of the plan should involve full use of support and feedback from others, with progress reviews and alterations to the plan as necessary.
<p>PS3.4 Agree and apply methods to check whether the problem has been solved, describe the results and review the approach taken.</p>	1, 2, 3, 4, 5, 6	On completion the outcomes need to be checked against the standards agreed at the start. The results of this should be recorded and the approach taken reviewed.

Evidence

Student evidence for problem solving could include:

- ÷ description of the problem
- ÷ tutor records and agreement of standards and approaches
- ÷ annotated action plans
- ÷ records of discussions
- ÷ descriptions of options
- ÷ records of reviews.

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