OCR ADVANCED SUBSIDIARY GCE
IN GOVERNMENT AND POLITICS (3834)

OCR ADVANCED GCE
IN GOVERNMENT AND POLITICS (7834)

Foreword to Revised Edition

This Revised Edition has been produced to consolidate earlier revisions to these specifications and any changes contained within have previously been detailed in notices to centres. Sidelining will be used to indicate any significant changes. These amendments can also be found on the "Update" page for GCE Government and Politics on the OCR website.

This booklet contains OCR's Advanced Subsidiary (AS) and Advanced GCE (A Level) **Government and Politics** specifications for teaching from September 2006.

The Advanced Subsidiary GCE is assessed at a standard appropriate for candidates who have completed the first year of study of a two year Advanced GCE course, i.e. between GCSE and Advanced GCE. It forms the first half of the Advanced GCE course in terms of teaching time and content. When combined with the second half of the Advanced GCE course, known as 'A2', the Advanced Subsidiary forms 50% of the assessment of the total Advanced GCE. However, the Advanced Subsidiary GCE can be taken as a 'stand-alone' qualification. A2 is weighted at 50% of the total assessment of the Advanced GCE.

In these specifications the term **module** is used to describe teaching and learning requirements. The term **unit** describes a unit of assessment.

Each teaching and learning module is assessed by its associated unit of assessment.

These specifications meet the requirements of the *Common Criteria* (Qualifications and Curriculum Authority, 1999), the *GCE Advanced Subsidiary and Advanced Level Qualification-Specific Criteria* (QCA, 1999) and the relevant Subject Criteria (QCA, 1999).

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SPECIFICATION SUMMARY

Outline

These Advanced Subsidiary GCE and Advanced GCE specifications are designed to encourage candidates to develop a critical awareness of the nature of government and politics and to promote a sense of the rights and responsibilities of the individual within society. No previous study of Government and/or Politics is required.

In particular, the aims of the specifications are to:

- develop a critical awareness of the nature of politics and the relationship between political ideas, institutions and processes;

- acquire knowledge and understanding of the structures of authority and power within the political system of the United Kingdom, and how these may differ from those of other political systems;

- acquire knowledge of government and politics and of the rights and responsibilities of individuals in order to encourage participation by candidates within their society;

- encourage candidates to develop their capacity for critical thinking, to see relationships between different aspects of the subject of Government and Politics and to perceive their field of study in a broader perspective;

- provide opportunities for progression into further study, or directly into employment.

Specification Content

The Advanced Subsidiary GCE covers UK Government and Politics.

In the A2 half of the Advanced GCE specification, candidates can cover **either** US Government and Politics **or** Political Ideas and Concepts.

Scheme of Assessment

The Advanced Subsidiary GCE forms 50% of the assessment weighting of the full Advanced GCE. Advanced Subsidiary GCE is assessed at a standard between GCSE and Advanced GCE and can be taken as a stand-alone qualification or as the first half of the full Advanced GCE course.

Assessment is by means of **3 units of assessment** at Advanced Subsidiary GCE and **6 units of assessment** for Advanced GCE:

Advanced Subsidiary GCE   Candidates take Units 2595, 2596 and 2597.

Advanced GCE   Candidates take **either**   Units 2595, 2596, 2597, 2694, 2696 and 2698

                                               or Units 2595, 2596, 2597, 2695, 2696 and 2699.

Units of Assessment

Unit	Level	Name	Mode of Assessment	Duration	Weighting	
					AS	**Advanced GCE**
2595	AS	Elections, Electoral Systems and Voting Behaviour in the UK	Written Examination	1 hour	30%	15%
2596	AS	Politics of the UK	Written Examination	1 hour	30%	15%
2597	AS	Government of the UK	Written Examination	1 hour	40%	20%
2694	A2	US Government and Politics	Written Examination	1 hour 30 mins	-	15%
2695	A2	Political Ideas and Concepts	Written Examination	1 hour 30 mins	-	15%
2696	A2	Government and Politics Research Essay (Coursework)	Coursework	-	-	15%
2698	A2	Government and Politics (US Option)	Written Examination	1 hour 30 mins	-	20%
2699	A2	Government and Politics (Political Ideas and Concepts Option)	Written Examination	1 hour 30 mins	-	20%

Unit 2694 is an alternative to Unit 2695. Unit 2698 is an alternative to Unit 2699.

Question Paper Requirements

For AS

Unit 2595 contains a compulsory structured question with four parts based on three or four sources that focus on **Elections, Electoral Systems and Voting Behaviour in the UK**. The data may be in written, numerical, pictorial or graphical format.

Unit 2596 contains a compulsory structured question with four parts based on two written sources which focus on **The Politics of the UK**.

Unit 2597 consists of five structured questions on **The Government of the UK** including the European Dimension. Candidates attempt three questions from five.

For A2

Candidates offer either **US Government and Politics** (Unit 2694) or **Political Ideas and Concepts** (Unit 2695), a **Research Essay** (Unit 2696), and a **synoptic unit** (Unit 2698 or Unit 2699) drawing together the knowledge, understanding and skills learned in the different parts of the Advanced GCE course. Units 2694, 2695, 2698 and 2699 each contain eight essay questions. Candidates attempt three questions in Units 2694 or 2695, and two questions in Units 2698 or 2699.

Research Essay

The **Research Essay** (Unit 2696) must be based on the content of these specifications. It is offered as a **coursework essay** of a maximum of 2500 words (Unit 2696). The subject of the Research Essay should be chosen by the candidate in consultation with the teacher. The Research Essay should enhance and reinforce the candidate's learning and enjoyment of the course as a whole and provide wide-ranging opportunities for the assessment of certain **Key Skills** and for the acquisition of an evidence base for others. All Research Essays are externally marked by OCR.

Key Skills

Key Skills signposting appears in **three** sections of these OCR specifications:

(1) *Key Skills Coverage* – the matrix aids curriculum managers in mapping the potential Key Skills coverage within each OCR Advanced Subsidiary/Advanced GCE specification.

(2) *Specification Content (section 5)* – the specific evidence references enable subject teachers to identify opportunities for meeting specific Key Skills evidence requirements.

(3) *Appendix A* – provides guidance to teachers in trying to identify those parts of their normal teaching programme which might most appropriately be used to develop or provide evidence for the Key Skills signposted.

These specifications provide opportunities for the development of the Key Skills of *Communication, Application of Number, Information Technology, Working With Others, Improving Own Learning and Performance* and *Problem Solving* as required by QCA's subject criteria for Government and Politics.

Through classwork, the Research Essay and preparation for external assessment, candidates may produce evidence for Key Skills at Level 3. However, the extent to which this evidence fulfils the requirements of the QCA Key Skills specifications at this level will be dependent on the style of teaching and learning adopted for each module. In some cases, the work produced may meet the evidence requirements of the Key Skills specifications at a higher or lower level.

Throughout section 5 the symbol is used in the margin to highlight where Key Skills development opportunities are signposted. The following abbreviations are used to represent the above Key Skills:

C = Communication

N = Application of Number

IT = Information Technology

WO = Working with Others

LP = Improving Own Learning and Performance

PS = Problem Solving

These abbreviations are taken from the QCA Key Skills specifications for use in programmes starting from September 2000. References in section 5 and Appendix A, for example **IT3.1**, show the Key Skill (IT), the level (3) and subsection (1).

Centres are encouraged to consider the OCR Key Skills scheme to provide certification of Key Skills for their candidates.

Key Skills Coverage

Module	Communication	IT	Application of Number	Working with Others	Learning Performance	Problem Solving
	Level 3	Level 3	Level 3	Level 3	Level 3	Level 3
2595	✓	✓	✓	✓	✓	✓
2596	✓	✓		✓	✓	
2597	✓	✓		✓	✓	
2694/2695	✓			✓	✓	
2696	✓				✓	
2698/2699	✓			✓	✓	

Overlap with other qualifications

There are no significant overlaps of content with any other OCR specifications.

1 Introduction

These Advanced Subsidiary GCE and Advanced GCE Government and Politics specifications have been designed to provide flexibility in approach and build on the current OCR provision. These specifications conform to the subject criteria for Government and Politics (QCA, 1999). They build on, but do not depend on, the knowledge, understanding and skills specified in the GCSE Criteria for the Social Sciences, which include Government and Politics.

These specifications provide for the study of Government and Politics in the UK as well as requiring appropriate comparative and complementary studies. They demand no previous knowledge or understanding of any political systems, institutions or ideologies, although prior study of Government and Politics or a similar subject such as History at GCSE would provide a helpful introduction. However, candidates who follow these specifications will normally be expected to have achieved a Grade C or above in English at GCSE or to have reached an equivalent standard in communication skills.

While the Advanced Subsidiary GCE may (and in many cases will) form a constituent part of the Advanced GCE in Government and Politics, the Advanced Subsidiary GCE is a valid qualification in its own right and is assessed at a standard expected to be reached at the end of the first year of a two year Advanced GCE course.

Together, the Advanced Subsidiary and A2 present a coherent whole. There is synoptic assessment in A2.

Rationale

The rationale of these specifications is to develop candidates' knowledge and understanding of government and politics by steady progression. This is evident in both **the specification content** and **the skills tested in different types of assessment.**

The Advanced Subsidiary course covers a study of the Government and Politics of the UK. The three AS modules begin with such accessible areas as elections, political parties and pressure groups (Modules 2595 and 2596). Candidates then progress to the more demanding areas dealing with institutions and the constitution – the Government of the UK – as well as the European Dimension. Teachers might deliver these units consecutively or concurrently, with for example one teacher covering Modules 2595 and 2596 whilst another colleague covers Module 2597.

Candidates may then progress to A2 with a study of Government and Politics beyond the context of the UK, by studying either the Government and Politics of the United States (Module 2694) or Political Ideas and Concepts (Module 2695). The synoptic unit (either Unit 2698 for the US Option, or Unit 2699 for the Ideas and Concepts Option) then asks candidates to draw together and make connections between the knowledge and understanding learned in these different parts of the Advanced GCE course.

There is also clear and planned progression in **the skills tested in different types of assessment.** At AS, candidates may begin with Unit 2595, based on a variety of short pieces of data. They could then move on to Unit 2596 where they are presented with more demanding pieces of written stimulus and Unit 2597 where they are assessed through structured questions and are required to write 20 minute answers.

At A2, candidates progress to more demanding types of assessment: 30 minute essays (Units 2694 or 2695), 45 minute essays (Units 2698 or 2699) and the Research Essay (Unit 2696).

Furthermore, the weighting of the Assessment Objectives (AO) shifts from a greater weighting for AO1 (Knowledge and Understanding) than AO2 (Analysis and Evaluation) at AS to AO1 having a smaller weighting than AO2 at A2.

Thus the whole Advanced GCE specification in Government and Politics forms a coherent and progressive whole, with Advanced Subsidiary GCE as both a free-standing qualification and as an integral part of the Advanced GCE.

Progression Opportunities

The study of Government and Politics at Advanced Subsidiary GCE and Advanced GCE provides a solid basis for those proceeding into higher education. Government and Politics, in its different guises, is well viewed by university selectors who recognise the discipline as providing a sound intellectual base for further study at university level in the Arts, Humanities and Social Sciences.

For those proceeding directly into employment, the academic study of Government and Politics provides a capacity for analysis, an ability to communicate, and an understanding of the decision making process.

For all candidates at this level, an awareness of their rights and responsibilities, of the capabilities and limitations of government, and of recent developments in their country's governance (for example, growing European inter-dependence and internal devolution) will enable them to become more active citizens.

1.1 Certification Title

These specifications will be shown on a certificate as:

- OCR Advanced Subsidiary GCE in Government and Politics.

- OCR Advanced GCE in Government and Politics.

1.2 Language

These specifications and associated assessment materials are available in English only.

1.3 Overlap with other qualifications

There are no significant overlaps of content with any other OCR specifications.

1.4 Exclusions

Candidates who enter for this Advanced Subsidiary GCE specification may **not** enter for any other Advanced Subsidiary GCE specification with the certification title Government and Politics in the same examination series.

Candidates who enter for this Advanced GCE specification may **not** enter for any other Advanced GCE specification with the certification title Government and Politics in the same examination series.

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

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

The classification code for these specifications is 4830.

1.5 Code of Practice requirements

These specifications will comply in all respects with the revised Code of Practice requirements for courses starting in September 2000.

2 Specification Aims

The aims of these Advanced Subsidiary GCE and Advanced GCE specifications are to encourage candidates to:

- develop a critical awareness of the nature of government and politics and the relationship between political ideas, institutions and processes;

- acquire knowledge and understanding of the structures of authority and power within the devolved political system of the United Kingdom, and how these may differ from those of other political systems;

- acquire knowledge and understanding of Government and Politics beyond the context of the political system of the United Kingdom;

- acquire knowledge of Government and Politics and of the rights and responsibilities of individuals in order to encourage participation by candidates within their society;

- discover and explore the ideologies, theories and traditions which determine the nature of our society and the shape of UK institutions and to assess the adequacy of existing arrangements for ensuring representative democracy and full participation;

- encourage candidates to develop their capacity for critical thinking, to see relationships between different aspects of the subject of Government and Politics and to perceive their field of study in a broader perspective.

In addition, the aims of the specification at A2 are to:

- extend candidates' knowledge and understanding beyond the context of the political system of the UK to include the government and politics of the United States of America or alternatively to Political Ideas and Concepts;

- allow candidates to research in depth an area of genuine interest to the candidate which arises naturally from the course of study;

- draw together in the synoptic units (Units 2698 and 2699) the knowledge, understanding and skills learned in different parts of the Advanced GCE course. Synoptic assessment in Government and Politics involves the explicit assessment of understanding of the connections between the areas of study included in the sections below listing 'Knowledge and Understanding' and 'Skills'.

The Advanced Subsidiary GCE specification requires candidates to:

- build on the knowledge, understanding and skills established at GCSE, but also accommodate the needs of candidates who may not have studied Government and Politics at this level;

- include, where appropriate, reference to relevant current political debates;

- take into account the context of the political system of the UK including its local, national and European Union (EU) dimensions, and some comparisons with other political systems.

These specifications require candidates to demonstrate **knowledge and understanding** of the following, although not necessarily in equal breadth or depth:

- the essential characteristics and inter-relationships of the legislature, the executive and the judiciary;

- the adequacy of existing political arrangements for ensuring representative democracy and full participation;

- the rights and responsibilities of the individual;

- ideologies, theories and traditions.

These specifications require candidates to demonstrate the following **skills**:

- comprehend, synthesise and interpret political information presented in a variety of forms, for example, written, oral, visual and numerical sources;

- analyse and evaluate:

  (i) political institutions, processes and behaviour;

  (ii) political arguments and explanations;

  (iii) 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 effectively knowledge and understanding, arguments and explanations with relevance, clarity and coherence, using vocabulary appropriate to the study of Government and Politics.

2.1 Spiritual, Moral, Ethical, Social and Cultural Issues

These specifications are designed to promote, wherever appropriate, an awareness of the spiritual, moral, ethical, social and cultural aspects of different political institutions, actors, concepts and ideologies. There are many opportunities for these issues to be raised; the following are examples. Awareness of spiritual, moral and cultural issues may be developed particularly in Module 2596 (The Politics of the UK) through discussion of pressure groups and in connection with the rights and responsibilities of the individual. In Advanced GCE candidates may consider these issues in Module 2698 within the section concerned with civil rights and liberties. Those candidates choosing Module 2699 have the opportunity to consider these issues within sections concerning liberty and equality and political obligation and protest.

2.2 European Dimension

These specifications support the European Dimension of education by requiring candidates to study the main institutions of the EU as well as the relationship between Britain and the EU in Module 2597 (The Government of the UK). Candidates are required to study the impact on UK Government and Politics of such European issues as federalism, EMU and EU enlargement.

2.3 Avoidance of Bias

OCR has taken great care in the preparation of these specifications and assessment materials to avoid bias of any kind.

3 Assessment Objectives

Candidates for both Advanced Subsidiary GCE and Advanced GCE are expected to demonstrate the ability to:

Knowledge and Understanding (AO1)

- recall, select and deploy their knowledge of Government and Politics accurately showing understanding of relevant political concepts and theories;

Analysis and Evaluation (AO2)

- analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences between aspects of the political system studied;

Communication and Presentation (AO3)

- communicate arguments and explanations in a clear and structured manner, making use of a range of relevant evidence and appropriate political vocabulary.

The assessment objectives are weighted as follows:

	Advanced Subsidiary GCE	A2	Advanced GCE
AO1	48%	36%	42%
AO2	32%	44%	38%
AO3	20%	20%	20%

See Appendix D for further information.

3.1 Specification Grid

The relationship between the assessment objectives and the units of assessment is shown in the specification grid below.

Unit of Assessment	Level	Percentage of Advanced GCE			
		AO1	AO2	AO3	Total
2595	AS	8	4	3	15
2596	AS	8	4	3	15
2597	AS	8	8	4	20
2694/2695	A2	6	6	3	15
2696	A2	4	8	3	15
2698/2699	A2	8	8	4	20
Total		42	38	20	100

3.2 Quality of Written Communication

All units require responses in continuous prose. Quality of written communication is, therefore, assessed in all units. In particular, attention is paid to: clarity of expression; structure and presentation of ideas; grammar, punctuation and spelling.

4 Scheme of Assessment

Candidates take three units for Advanced Subsidiary GCE, followed by a further three units at A2 if they are seeking an Advanced GCE award.

Units of Assessment

Unit	Level	Name	Mode of Assessment	Duration	Weighting	
					AS	Advanced GCE
2595	AS	Elections, Electoral Systems and Voting Behaviour in the UK	Written Examination	1 hour	30%	15%
2596	AS	Politics of the UK	Written Examination	1 hour	30%	15%
2597	AS	Government of the UK	Written Examination	1 hour	40%	20%
2694	A2	US Government and Politics	Written Examination	1 hour 30 mins	-	15%
2695	A2	Political Ideas and Concepts	Written Examination	1 hour 30 mins	-	15%
2696	A2	Government and Politics Research Essay (Coursework)	Coursework	-	-	15%
2698	A2	Government and Politics (US Option)	Written Examination	1 hour 30 mins	-	20%
2699	A2	Government and Politics (Political Ideas and Concepts Option)	Written Examination	1 hour 30 mins	-	20%

Unit 2694 is an alternative to Unit 2695.   Unit 2698 is an alternative to Unit 2699.

Rules of Combination

Candidates must take the following combination of units:

Advanced Subsidiary GCE   Units 2595, 2596 and 2597

Advanced GCE   Candidates take **either** Units 2595, 2596, 2597, 2694, 2696 and 2698

                                or Units 2595, 2596, 2597, 2695, 2696 and 2699.

Unit Availability

There are two unit sessions each year, in January and June.

The availability of units is shown below. Unit availability will continue following this pattern for the life of the qualification.

Unit	Level	Unit Title	Jan 2007	June 2007
2595	AS	Elections, Electoral Systems and Voting Behaviour in the UK	✓	✓
2596	AS	Politics of the UK	✓	✓
2597	AS	Government of the UK	✓	✓
2694	A2	US Government and Politics	✓	✓
2695	A2	Political Ideas and Concepts	✓	✓
2696	A2	Government and Politics Research Essay (Coursework)	-	✓
2698	A2	Government and Politics (US Option)	-	✓
2699	A2	Government and Politics (Political Ideas and Concepts Option)	-	✓

Sequence of Units

The normal sequence in which the units could be taken is Units 2595, 2596 and 2597 in the first year of a course of study, leading to an Advanced Subsidiary GCE award, then Units 2694 or 2695, 2696, and 2698 or 2699 in the second year, together leading to the Advanced GCE award. However, the units may be taken in other sequences.

Alternatively, candidates may take all units at the end of their Advanced Subsidiary GCE or Advanced GCE course in a 'linear' fashion, if desired.

Synoptic Assessment

Synoptic assessment involves the explicit drawing together of knowledge, understanding and skills learned in different parts of the Advanced GCE course. It further involves the explicit assessment of candidates' understanding of the connections between the different areas of study included in the Advanced GCE specification.

Questions are set in Units 2698 and 2699 that will require candidates to demonstrate these abilities.

Aggregation

Candidates may enter for:

- Advanced Subsidiary GCE aggregation;

- Advanced Subsidiary GCE aggregation, bank the result, and complete the A2 assessment at a later date;

- Advanced GCE aggregation.

Candidates must enter the appropriate Advanced Subsidiary and A2 Units to qualify for a full Advanced GCE award.

Individual unit results, prior to certification of the qualification, have a shelf life limited only by that of the specification.

Re-sits of Units of Assessment

Candidates are permitted to re-sit units an unlimited amount of times, before seeking an Advanced Subsidiary GCE or Advanced GCE award, and the better result will count.

Re-sits of Advanced Subsidiary GCE and Advanced GCE

Candidates may retake the whole qualification more than once.

4.1 Question Papers

4.1.1 Advanced Subsidiary

Unit 2595: Elections, Electoral Systems and Voting Behaviour in the UK   **1 hour**

The question paper consists of compulsory structured questions with four parts based on three or four sources that focus on Elections, Electoral Systems and Voting Behaviour in the UK. The data may be in written, numerical, pictorial or graphical format.

Unit 2596: Politics of the UK   **1 hour**

The question paper consists of compulsory structured questions with four parts based on two pieces of written stimulus material that focus on the Politics of the UK.

Unit 2597: Government of the UK   **1 hour**

The question paper consists of five structured questions of which candidates attempt three.

4.1.2   A2

Unit 2694: US Government and Politics
Unit 2695: Political Ideas and Concepts

1 hour 30 mins

The question papers consist of eight essay questions of which candidates attempt three.

Unit 2698: Government and Politics (US Option)
Unit 2699: Government and Politics (Political Ideas and Concepts Option)

1 hour 30 mins

The question papers consist of eight essay questions of which candidates attempt two.

4.2   Research Essay

Unit 2696: Government and Politics Research Essay (Coursework)

The Research Essay takes the form of a coursework essay of a maximum of 2500 words (Unit 2696). It should constitute research into an area of genuine interest to the candidate that arises naturally from the candidate's course of study. Candidates may choose as the subject of the Research Essay any aspect of contemporary government and politics they have encountered in these specifications. Candidates should seek advice from their Government and Politics teacher(s) in choosing their area of study. All Research Essays are externally marked by OCR.

There are no formal procedures for approval of or guidance on individual Research Essays. **However, written guidance can be provided by OCR, and a Teacher Support Booklet is available to download from the OCR website. This booklet provides detailed guidance for the Research Essay.**

All candidates are expected to refer to at least five substantial research sources.

4.2.1 Presentation

When presenting their Research Essay (Unit 2696) candidates must:

- state the subject of the research essay and give at least five substantial research sources (books, internet sites, journals, newspapers, interviews);

- state at the end of their Research Essay the number of words used.

Submitted Research Essays for Unit 2696 should preferably by typed or word-processed on A4 size paper. While presentation is important, word-processing will not in itself command marks. Double line spacing should be used. All pages must be numbered and fastened together. The work must be secured inside a soft plain folder (**not a stiff ring binder file**).

Research Essays for Unit 2696 may **not** be submitted electronically by e-mail or on disk.

Centres will be required to forward Research Essays to examiners by the date announced each year by OCR. All Research Essays will be marked externally by OCR examiners using a published generic mark scheme and A2 assessment matrix.

Candidates should be reminded of the importance of the quality of written communication when writing their Research Essays. Candidates must not include transcripts of interviews or raw statistics either in the essay itself or as appendices. However, OCR reserves the right to call in such material where it is deemed necessary. Thus all such material should be retained by Centres for the period following the examination until all Enquiries on Results procedures following the examination are complete.

4.2.2   Advice for Teachers

Although the same subject may be selected by more than one candidate, it is desirable that as wide a range of subjects as possible should be submitted by a Centre in order to accommodate individual interests, abilities and available sources of reference. Where a number of candidates select similar subjects, teachers must ensure that each candidate researches and writes their Research Essay independently.

The assistance given to candidates in the preparation and pursuit of their Research Essay is a matter for professional judgement. However, it is expected that teachers will keep within the following guidelines:

- they are expected to offer guidance to candidates about the purpose and requirements of the Research Essay and in the choice of a successful topic;

- they should offer on-going advice about methods of study, on the selection of reading and on the planning of candidates' time;

- they should be on-going guidance to candidates on practical or conceptual problems encountered;

- they should monitor progress to ensure that candidates are proceeding satisfactorily.

However, it is essential that the Research Essay represents the outcome of the candidates' own work so **teachers must not comment on or mark either detailed notes or drafts of the Research Essay**.

4.2.3   Preparation Time

Teachers and candidates are reminded that the Research Essay constitutes 15% of the Advanced GCE and are advised that a similar time should be devoted to this module as to the other five modules. The total time allocation a candidate should allow for the preparation of the Research Essay should be **not** less than about thirty-five hours.

4.2.4   Authentication

There are no restrictions placed on writing conditions for the Research Essay done as a coursework essay (Unit 2696); work may be done in class or in the candidate's own time.

As with all coursework, the teacher is required to verify that the work submitted for assessment is the candidate's own. Sufficient work must be carried out under direct supervision to allow the teacher to authenticate Research Essays with confidence.

4.3   Special Arrangements

For candidates who are unable to complete the full assessment or whose performance may be adversely affected through no fault of their own, teachers should consult the Inter-Board Regulations and Guidance Booklet for Special Arrangements and Special Consideration. In such cases advice should be sought from OCR as early as possible during the course.

4.4   Differentiation

In the question papers, differentiation is achieved by setting questions which are designed to assess candidates at their appropriate level of performance and which are intended to allow all candidates to demonstrate what they know, understand and can do.

In the Research Essay, differentiation is by task and by outcome. Candidates undertake assignments which enable them to display positive achievement.

4.5   Awarding of Grades

The Advanced Subsidiary GCE has a weighting of 50% when used in an Advanced GCE award. An Advanced GCE award is based on the aggregation of the weighted Advanced Subsidiary (50%) and A2 (50%) marks.

Both Advanced Subsidiary GCE and Advanced GCE qualifications are awarded on the scale A to E or U (unclassified).

4.6   Grade Descriptions

Grades are awarded in accordance with the following grade descriptions which indicate the level of attainment characteristic of the given grade at Advanced GCE. They give a general indication of the required learning outcomes at each specified grade. The descriptions should be interpreted in

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relation to the content outlined in these specifications; they are not designed to define that content. The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the examination may be balanced by better performances in others.

Grade A

Candidates 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 demonstrating excellent contextual awareness. They produce answers which include detailed and comprehensive interpretations or explanations and provide accurate evidence and an impressive range of up-to-date examples to substantiate and illustrate points made.

Candidates 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.

Candidates provide analysis which displays a **sophisticated** awareness of differing viewpoints and a clear recognition of issues. Parallels and connections are identified together with well developed comparisons. There is a clear and full evaluation of political institutions, processes, behaviour, arguments or explanations.

Candidates 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

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

Candidates apply some developed concepts and theories, using political vocabulary to analyse and synthesise political information and to construct some sound arguments and explanations.

Candidates provide analysis which displays some awareness of differing viewpoints and some recognition of issues. There is some recognition of parallels and connections together with some comparisons. There is sound evaluation of political institutions, processes, behaviour, arguments or explanations.

Candidates communicate arguments, explanations and conclusions with **some degree of clarity** and produce answers with a conclusion clearly linked to the preceding discussion.

Grade E

Candidates demonstrate a limited knowledge of some political institutions and processes and some of the relationships between them, producing answers which make a limited attempt at addressing the requirements of the question. They may demonstrate contextual awareness covering part of the question. They produce answers which include a partial attempt at interpretation or explanation with some not very detailed examples to illustrate points.

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

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

Candidates communicate arguments and conclusions with little if any clarity, producing for the most part a narrative that is poorly organised and expressed. A conclusion may be offered but its relationship to the preceding discussion may be tenuous and/or merely implicit.

5   Specification Content

5.1   Advanced Subsidiary

5.1.1   Module 2595: Elections, Electoral Systems and Voting Behaviour in the UK

C3.1a, C3.1b, C3.2, C3.3; N3.1; IT3.1, IT3.2, IT3.3.	**WO3.1, WO3.2, WO3.3; LP3.1, LP3.2, LP3.3; PS3.1, PS3.2, PS3.3.**

In this module, candidates are expected to develop an ability to interpret and evaluate data and to show knowledge and understanding of elections, electoral systems and voting behaviour within the United Kingdom.   Candidates should also develop knowledge and understanding of recent elections drawn from the period since 1979 as well as the current debate concerning electoral reform. Candidates need a basic working knowledge of concepts such as democracy, participation and representation.

Content

- **UK Parliamentary Elections**: General Elections and By-elections including the timing of elections; voter and candidate qualification; work of the Boundary Commissions;

- **Local Elections:** Council and Mayoral elections;

- **Scottish Parliament elections** and those for Assemblies in Wales and Northern Ireland;

- **European Parliament Elections** (within the UK only);

- **Referendums**: those previously held within the UK; proposals for forthcoming referendums; arguments for and against their being held in a representative democracy;

- **Campaigns**: manifestos; funding of campaigns; role of media in campaigns; opinion polls;

- **Electoral Systems**: Plural (Simple Majority), preferential (e.g. AV, Second Ballot) and proportional systems (e.g. STV, AMS, Party List) – workings of; merits and demerits of; comparisons with other countries; proposals for reform and likelihood of implementation;

- **Voting Behaviour**: models; theories; trends; issues concerning class; tactical voting.

5.1.2 Module 2596: Politics of the UK

| C3.1a, C3.1b, C3.2, C3.3; IT3.1, IT3.2, IT3.3. | WO3.1, WO3.2, WO3.3; LP3.1, LP3.2, LP3.3. |

In this module, candidates are expected to develop knowledge and understanding of the major (and more important minor) political parties and pressure groups. They should also develop knowledge and understanding of the areas of citizenship and the rights and responsibilities of UK citizens and how their grievances can be redressed. Candidates need a basic working knowledge of concepts such as democracy, participation and representation as well as ideologies such as conservatism, liberalism, socialism and nationalism.

Content

- **Political Parties**: roles and functions; philosophy and ideology; organisation; leadership election procedures; membership; funding; policy-making; role of party conferences; internal party democracy;

- **Pressure Groups**: roles and functions; types; methods used; examples of and reasons for success or failure; implications for the democratic process; arguments for and against their existence and influence;

- **Civil Rights and Liberties**: issues concerning gender, race and disability; equal opportunities: the incorporation of the European Convention on Human Rights into British law and the advantages and disadvantages of this;

- **Redress of Grievances**: through parliament, the Ombudsman, administrative tribunals, the UK Courts, the European Court of Justice and the European Court of Human Rights;

- **Citizenship**: definition; rights and duties of; importance of; active citizenship; education for citizenship; Citizens' Charter; recent developments under the Blair government.

5.1.3   Module 2597: Government of the UK

 C3.1a, C3.1b, C3.2, C3.3; IT3.1, IT3.2, IT3.3.

WO3.1, WO3.2, WO3.3; LP3.1, LP3.2, LP3.3.

In this module, candidates are expected to develop knowledge and understanding of the major institutions by which the UK is governed, and the continuing development of the UK Constitution. They should also develop knowledge and understanding of the institutional relationship between the UK and the EU. Candidates need a basic working knowledge of the main institutions of the EU as well as concepts such as power, accountability, representation and sovereignty.

Content

*   **The Constitution**: what the constitution is and does; sources of the UK constitution; principles of the UK constitution; relationships between the legislative, executive and judicial branches; advantages and disadvantages of an unwritten constitution; recent changes to the UK constitution;

*   **The Legislature**: role of parliament; parliamentary government and parliamentary sovereignty; membership of the House of Commons and the House of Lords; functions and powers of the House of Commons and the House of Lords; role of backbenchers and opposition; parties in parliament; organisation, whips; reform since 1997;

*   **The Executive**: role of the executive; membership of the executive: prime minister, ministers, civil servants and advisors; role, function and power of the prime minister; role function and power of the cabinet; role, function and power of ministers and the higher civil service; responsible government, including the collective and individual responsibility of ministers; debate over prime ministerial power;

*   **Judiciary:** the rule of law; role of the judiciary; membership and appointment of the higher judiciary; power of the judiciary: judicial review;

*   **European Union:** aims and purpose; main institutions in outline; major developments since 1990; impact on the UK constsitution; current issues, for example monetary union, EU constitution, democratic deficit; federalism.

5.2 A2

5.2.1 Module 2694: US Government and Politics

C3.1a, C3.1b, C3.2, C3.3.	WO3.1, WO3.2, WO3.3; LP3.1, LP3.2, LP3.3.

In this module, candidates are expected to develop knowledge and understanding of the Government and Politics of the United States of America. They should further develop knowledge and understanding of the constitutional arrangements and principles, the legislature, executive and judiciary of the federal government, as well as of issues concerning representation, participation and citizenship. Candidates should build on their working knowledge of the concepts and ideologies introduced in AS.

Content

- **Presidential Elections:** nominating process; general election campaign (role of money and media); theories of voting behaviour; the Electoral College; need for reforms;

- **Political Parties:** roles and functions; philosophy and ideology; organisation; role of third parties; theories of party decline and renewal;

- **Pressure Groups:** roles and functions; types; methods used; examples of and reasons for success or failure; implications for the democratic process; arguments for and against their existence and influence;

- **The Constitution:** Underlying principles; major provisions; amendment process; separation of powers and checks and balances; federalism, including its development, effects, merits and demerits.;

- **Congress:** functions; membership; election; leadership; committees; the legislative process; party cohesion; oversight of the executive branch;

- **The Presidency:** powers of the President; Cabinet; Executive Office of the President; problems of co-ordination; theories of presidential power; relations with Congress;

- **The Supreme Court:** membership and appointment process; issues concerning judicial review, accountability and democratic control; civil rights and liberties concerning race, religion, gender, freedom of speech and expression.

5.2.2   Module 2695: Political Ideas and Concepts

C3.1a, C3.1b, C3.2, C3.3.	WO3.1, WO3.2, WO3.3; LP3.1, LP3.2, LP3.3.

In this module candidates are expected to develop knowledge and understanding of a number of concepts and ideas which lie at the heart of government and politics. Candidates will build upon their working knowledge of the concepts and ideologies introduced in AS.

Content

- **Representation, participation and consent:** the nature of political representation and different views of what should be represented in a political system; forms of participation including parties and group politics; majority rule and the treatment of minorities; forms of representation: representation, delegation, mandate, 'resemblance';

- **Power, authority and legitimacy:** explanations of power and authority; the meaning of legitimacy; the differences between them and how they can be bestowed on government different faces of power: coercive, agenda setting, thought control; civil association (cf Oakeshott);

- **Political ideology:** the meaning of political ideology; the principal elements of conservatism, liberalism, socialism and Marxism; the post modernist view of political ideologies; ideologies to be considered – feminism, ecologism and postcolonialism;

- **Rights, liberty and equality:** views of the rights and duties of the individual and the state including the relationship between them; how liberty and equality are variously interpreted and justified; the concepts of negative and positive liberty and the limitations that can be placed on liberty; animal rights;

- **Political obligation, disobedience and revolution:** explanations of political obligation, in particular the social contract; different views of citizenship; the relationship between individuals and the state; the rule of law; civil disobedience, direct action and revolution – justifications and criticisms.

- **The nature and purpose of the state:** different views of the nature of the state including organic and social contract theories; the characteristics of the state; different views of the role of the state; the key features of the state; different state roles, eg. 'nightwatchman', welfare, development, collectivist;

- **The state and sovereignty:** the meaning of sovereignty; legal and political sovereignty; internal and external sovereignty; the location of sovereignty; its divisibility and consequences; intergovernmentalism and supranationalism;

- **Forms of government:** different types of rule; the characteristics of democracy and dictatorship; justifications and criticisms; different types of rule: democracy, direct and indirect; authoratariansis; elitism; dictatorship, including totalitarianism; military government; justifications and criticisms.

5.2.3 Module 2696: Government and Politics Research Essay (Coursework)

Introduction

The Research Essay takes the form of a coursework essay of a maximum of 2500 words (Module 2696). It should constitute research into a subject of genuine interest to the candidate that arises naturally from the candidate's course of study.

Nature of the Research Essay

Candidates are expected to list at least five substantial sources. They should seek advice from their Government and Politics teacher(s) in choosing their area of study.

Subjects for the Research Essay may be based on topics from any of the **AS** Modules 2595, 2596 or 2597 **or** from the candidate's other **A2** modules (i.e. either Modules 2694/2698 or 2695/2699) **or** may be comparative.

Examples of suitable subjects are:

- reform of the House of Lords;

- electoral reform in the UK;

- the democratic deficit within the institutions of the EU;

- the American presidential nominating process;

- relations between the federal and state governments in the US;

- a comparison between US and British cabinets;

- power of pressure groups;

- the role of the state;

- the rights and duties of the individual.

Minimum Requirements

If a candidate submits no work for the Research Essay done as a coursework essay (Unit 2696), then the candidate should be indicated as being absent from that unit. If a candidate completes any work at all for the Research Essay, the work will be assessed according to the criteria and marking instructions and the appropriate mark awarded, which may be zero.

Assessment

Research Essays (Coursework) (Unit 2696) are assessed in accordance with the Assessment Matrix given in Appendix C. The marks allocated to the assessment are as follows:

- Assessment Objective 1: Knowledge and Understanding   24

- Assessment Objective 2: Analysis/Evaluation   48

- Assessment Objective 3: Presentation and Communication   18

                                  Maximum mark: 90

5.2.4 Module 2698: Government and Politics (US Option)

C3.1a, C3.1b, C3.3.	**WO3.1, WO3.2, WO3.3; LP3.1, LP3.2, LP3.3.**

In this synoptic module, candidates are expected to draw together the knowledge, understanding and skills learned in different parts of the Advanced GCE course and make connections between the areas studied.

Candidates studying Module 2698 should have previously studied Module 2694.

Content

- **Elections:** candidate selection procedures; conduct of general election campaigns; issues concerning the media and campaign finance; theories of voting behaviour; issues concerning representation, participation and democracy;

- **Political Parties and Pressure Groups:** power within political parties; two-party, multiparty and dominant-party systems; issues concerning the role of ideology in political parties; the debate concerning the decline of political parties and the rise of candidate and issue-centred politics; the function and power of pressure groups in a modern representative democracy;

- **Civil Rights and Liberties:** issues concerning the adequacy of governmental arrangements for the effective protection of majority and minority rights, with particular reference to constitutions, bills of rights, legislatures and judiciaries; issues concerning rights, liberty and citizenship;

- **Constitutions:** the sources, nature and role of constitutions; parliamentary and separated; relationships between the centre and periphery: federal, devolved and unitary constitutions; constitutional reform;

- **Legislatures:** functions; internal organisation; the role and power of second chambers; role of political parties within; role of legislators as delegates or representatives; the relationships with the executive and judicial branches of government; issues concerning representation, accountability, sovereignty and effectiveness;

- **Executives:** election, power and functions of chief executives; issues concerning the organisation of executives: as presidential, or prime ministerial, and cabinet government; issues concerning the efficiency of executives in carrying out the functions of executives relationships with the legislative and judicial branches of government; issues concerning power, authority and accountability;

- **Judiciaries:** political influence and significance; issues of neutrality and independence; relationships with the legislative and executive branches of government.

5.2.5 Module 2699: Government and Politics (Political Ideas and Concepts Option)

| C3.1a, C3.1b, C3.3. | WO3.1, WO3.2, WO3.3; LP3.1, LP3.2, LP3.3. |

In this synoptic module, candidates are expected to draw together the knowledge, understanding and skills learned in different parts of the Advanced GCE course and make connections between the areas studied.

Candidates studying Module 2699 should previously have studied Module 2695.

Content

- **Defining democracy:** the identification of criteria for defining democracy; direct and representative democracy; the institutional, procedural and cultural conditions necessary for democracy to exist including the importance of participation, representation and accountability; the advantages and disadvantages of democracy;

- **Models of democracy:** the main characteristics of classical democracy, protective democracy, developmental democracy, people's democracy; the impact of pluralism, elitism, corporatism, New Right and Marxist views;

- **Liberal democracy:** the institutional, procedural and cultural characteristics associated with liberal democracy; the application of these criteria to political theory and practice;

- **Representation and participation in a democracy:** the nature of representation in theory and practice in respect of elections, parties and pressure groups; implications for the democratic process; arguments for and against the existence and influence of parties and pressure groups; representation and popular sovereignty; the case for and against referendums in achieving a more participative democracy;

- **Rights, liberty and democracy:** issues concerning the nature and extent of rights and liberty in a democracy; human rights, civil liberties and freedom of action and expression; limitations on liberty and justifications; the impact of 9/11 on the nature of rights and liberties within a democratic state;

- **Ideology and democracy:** recent developments in the ideological perspectives of conservatism, liberalism and socialism and their significance for democracy, especially views on the role of the state, the citizen and proposals for institutional and procedural reforms awareness of the end of ideology debate and potential alternatives to the dominance of western liberal democracy, including religious fundamentalism and environmentalism;

- **Responsible government and democracy:** issues concerning government institutions and the exercise of power, authority and accountability; sovereignty; devolution; the democratic deficit.

6   Further Information and Training for Teachers

To support teachers delivering these specifications, OCR will make the following materials and services available:

- up-to-date copies of these specifications;

- a full programme of In-Service Training (INSET) meetings;

- specimen question papers and mark schemes;

- past question papers and mark schemes after each examination session;

- a Teacher Support Booklet which provides guidance for the Research Essay;

- written advice on Research Essay proposals;

- a Report on the Examination, compiled by senior examining personnel, after each examination session.

If you would like further information about these specifications, please contact OCR.

7   Reading List

This reading list is intended to be a guide to relevant reading material to support these specifications. It is **not** meant to be prescriptive, but should act as a guide to teachers and candidates.

Books suitable for the AS modules may also be useful for A2 modules. Books listed for Modules 2694 and 2695 will also be helpful in Modules 2698 and 2699 respectively.

7.1   AS Modules 2595, 2596 and 2597

The following resources are recommended for use with Modules 2595, 2596 and 2597. See Sections 7.2, 7.3 and 7.4 for lists appropriate to the individual modules.

Budge, I. *Contemporary British Politics,* Addison, Wesley, Longman 1998

Coxall, B. and Robbins, I. *Contemporary British Politics,* Manchester University Press, 1998

Roberts, D. (ed) *British Politics in Focus,* Causeway Press, 1999

Williams, A. *British Government and Politics,* Heinemann, 1995

Candidates should read relevant articles in *Politics Review* (published by Philip Allan) and in *Talking Politics* (published by the Politics Association). It is also expected that candidates will read a broad-sheet British newspaper. They should also watch/listen to quality news programmes on television/radio. Relevant Internet sites should also be consulted.

7.2   Module 2595: Elections, Electoral Systems and Voting Behaviour in the UK

Butler, D. *British General Elections Since 1945,* Blackwell, 1993

Denver, D. *Elections and Voting Behaviour,* Harvester Wheatsheaf, 1994

Dorey, P. *Voting Behaviour,* Sheffield Hallam University Press, 1998

Robson, C. *Voting Behaviour and Electoral Systems,* Hodder and Stoughton Access Series, 1998

7.3   Module 2596: Politics of the UK

Baggott, R. *Pressure Groups,* Sheffield Hallam Press/Politics Association, 1994

Graves, R. and Kelly, R. *British Political Parties Today,* Manchester University Press, 1998

Simpson, D. *Pressure Groups,* Hodder Access Series, 1998

Watts, D. *Protecting Rights in Great Britain,* Hodder Access Series, 1998

7.4   Module 2597: Government of the UK

Davies, A. *British Politics and the EU,* Hodder Access Series, 1998

McCormick, J. *Understanding the EU,* Macmillan, 1999

McNaughton, N. *The Prime Minister and Cabinet,* Hodder Access Series, 1999

Norton, P. *Parliament in the 1990s,* Blackwell, 1998

7.5   Module 2694: US Government and Politics

Ashbee, A. and Ashford, N. *US Politics Today*, Manchester UP, 1999

Bibby, J.F. and Maisel, L.S. *Two Parties – Or More?: The American System*, Westview, 1998

Davies, P.J. *US Elections Today,* Manchester UP, 1999

Grant, A. *The American Political Process,* Ashgate, 1997

McKeever, R et al. *Politics USA*, Prentice-Hall, 1999

Mervin, D, *The President of the United States,* Harvester Wheatsheaf, 1993

Waterman, R.W. *The Image-Is-Everything Presidency,* Westview, 1999

Bennett, A. *American Government and Politics: A Survey for Candidates*, (published in March of each year.)

Candidates should read the American Survey in *The Economist* as well as relevant articles in *Politics Review* and *Talking Politics*. Internet sites of American media organisations (e.g. *The Washington Post, New York Times, CNN, ABC News*) are very useful.

7.6 Module 2695: Political Ideas and Concepts

Goodwin, B. *Using Political Ideas,* Wiley, 1987

Hampshire-Monk, I. *A History of Modern Political Thought: Hobbes to Marx,* Blackwell,1992

Heywood, A. *Politics,* Macmillan, 1997

Heywood, A. *Political Theory: An Introduction,* Macmillan, 1999

Miller, D.(ed) *The Blackwell Encyclopaedia of Political Thought,* Blackwell,1991

Raphael, D.D. *Problems of Political Philosophy,* Macmillan,1990

7.7 Module 2698: Government and Politics (US Option)

Budge, I. and Crewe, I. *The New British Politics*, Addison, Wesley, Longman, 1998

Ball, A. and Peters, B. *Modern Politics and Government,* Macmillan, 2000

Heywood, A, *Politics,* Macmillan, 1997

Joyce, P. *Teach Yourself Politics,* Hodder and Stoughton, 1996

And one of:

Ashbee, A. and Ashford, N. *US Politics Today,* Manchester UP, 1999

Grant, A. *The American Political Process*, Ashgate, 1997

McKeever, R. et al *Politics USA*, Prentice-Hall, 1999

7.8 Module 2699: Government and Politics (Political Ideas and Concepts Option)

Budge, I. Crewe, I. et al *The New British Politics*, Addison, Wesley, Longman, 1998

Goodwin, B. *Using Political Ideas,* Wiley,1987

Hampshire-Monk, I. *A History of Modern Political Thought: Hobbes to Marx,* Blackwell, 1992

Heywood, A. *Politics,* Macmillan, 1997

Heywood, A. *Political Theory: An Introduction,* Macmillan,1999

Miller, D.(ed) *The Blackwell Encyclopaedia of Political Thought,* Blackwell,1991

Raphael, D.D. *Problems of Political Philosophy,* Macmillan,1990

Appendix A

Key Skills

This Appendix offers detailed guidance on the Key Skills evidence that a candidate might produce during their programme of study. It focuses on the evidence required to meet the criteria for the internally assessed Key Skills portfolio. For example, in producing work for assessment as evidence of C3.2 (Read and synthesise information from two extended documents about a complex subject. One of these documents should include at least one image.) a candidate is required to:

- select and read material that contains the information you need;

- identify accurately, and compare, the lines of reasoning and main points from text and images; and

- synthesise the key information in a form that is relevant to your purpose.

The Key Skills and Evidence Requirements below are quoted from the Part B of the QCA Key Skills specifications and as such, are addressed to the candidate. The text below the Evidence Requirements is guidance for teachers about how the specification might be used to provide teaching and learning opportunities and/or assessment opportunities for the Key Skill

For further information about the requirements of these units, teachers should refer to QCA's Key Skills specifications for use in programmes starting from September 2000.

For further information about the assessment and certification of Key Skills, teachers should contact OCR.

C3 Communication Level 3

C3.1a Contribute to a group discussion about a complex subject.

Evidence requirements:

(i) make clear and relevant contributions in a way that suits your purpose and situation.

(ii) listen and respond sensitively to others, and develop points and ideas.

(iii) create opportunities for others to contribute when appropriate.

Possible opportunities

There are opportunities for building an evidence base for Level 3 Communication Skills (group discussion) throughout these specifications.

Module 2595

The study of Elections, Electoral Systems and Voting Behaviour in the UK provides **opportunities** for contributing to group discussion and making presentations about complex subjects; for example, a presentation about the different types of proportional representation and how they may affect the result of a particular election.

All Modules in these specifications provide excellent opportunities for contributing to group discussion and making presentations about complex subjects.

C3.1b   Make a presentation about a complex subject, using at least one image to illustrate complex points.

Evidence requirements:

(i)   Speak clearly and adapt your style of presentation to suit your purpose, subject, audience and situation.

(ii)   Structure what you say so that the sequence of information and ideas may be easily followed.

(iii)   Use a range of techniques to engage the audience, including effective use of images.

Possible opportunities

There are opportunities for building an evidence base for Level 3 Communication Skills (making a presentation) throughout these specifications.

Module 2595

The study of UK Electoral Systems provides **opportunities** for contributing to group discussion and making presentations about complex subjects; for example, a presentation about the different types of proportional representation and how they may affect the result of a particular election.

Module 2596

The study of the Politics of the UK provides **opportunities** for contributing to group discussion and making presentations about complex subjects; for example, participation in group debates about the role of pressure groups in the decision making process.

All Modules in these specifications provide excellent **opportunities** for contributing to group discussion and making presentations about complex subjects.

C3.2   Read and synthesise information from two extended documents that deal with a complex subject. One of these documents should include at least one image.

Evidence requirements:

(i)   Select and read material that contains the information you need.

(ii)   Identify accurately, and compare, the lines of reasoning and main points from texts and images.

(iii)   Synthesise the key information in a form that is relevant to your purpose.

Possible opportunities

Level 3 Communication skills (reading and synthesising information) is directly assessed in Unit 2595.(Assessment Objective 2)

There are opportunities for building an evidence base for Level 3 Communication Skills (reading and synthesising information) throughout these specifications.

Modules 2595 and 2596

The study of the processes and institutions of representation in the UK provides **opportunities** for the reading and synthesising of information.

All Modules in this specification provide excellent opportunities for the reading and synthesising of information from a variety of documents.

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.

Evidence requirements:

(i)   Select and use a form and style of writing that is appropriate to your purpose and complex subject matter.

(ii)   Organise relevant information clearly and coherently, using specialist vocabulary when appropriate.

(iii)   Ensure your text is legible and your spelling, grammar and punctuation are accurate so your meaning is clear.

Possible opportunities

Level 3 Communication skills (writing two different types of documents) will be directly assessed in Units 2694, 2695, 2696, 2697, 2698 and 2699 through the submission of the Research Essay and through essays written during examination. (Assessment Objective 3)

For candidates taking the AS units, there are opportunities for building an evidence base for Level 3 Communication Skills (writing two different types of documents) in Modules 2595, 2596 and 2597.

Modules 2595, 2596 and 2597

These modules provide **opportunities** for developing written skills for communication (for example, by use of essays, presentations, reports).

Communication skills may be assessed in Units 2694-2699.

N3 Application of Number Level 3

You must:

Plan and carry through at least one substantial and complex activity that includes tasks for N3.1, N3.2 and N3.3.

N3.1 Plan and interpret information from two different types of sources, including a large data set.

Evidence requirements:

(i)   Plan how to obtain and use the information required to meet the purpose of your activity.

(ii) Obtain the relevant information.

(iii) Choose appropriate methods for obtaining the results you need and justify your choice.

Possible opportunities

Module 2595

Within this module candidates may use a large data set of the results of recent elections in UK and other countries to explore the effectiveness of different electoral systems in the real world.

N3.2 Carry out multi-stage calculations to do with:

(a)   amounts and sizes;

(b)   scales and proportion;

(c)   handling statistics;

(d)   rearranging and using formulae.

You should work with a large data set on at least **one** occasion.

Evidence requirements

(i)   Carry out calculations to appropriate levels of accuracy, clearly showing your methods.

(ii)   Check methods and results to help ensure errors are found and corrected.

Possible opportunities

Module 2595

Candidates could carry out analyses of recent elections/by-elections to calculate movement of voters from one party to another.

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.

Evidence requirements

(i)   Select appropriate methods of presentation and justify your choice.

(ii)   Present your findings effectively.

(iii) Explain how the results of your calculations relate to the purpose of your activity.

Possible opportunities

Module 2595

Candidates could interpret their calculations (see N3.2), present their findings and explain their results.

IT3   IT Level 3

You must:

Plan and carry through at least one substantial activity that includes tasks for IT3.1, IT3.2 and IT3.3.

IT3.1   Plan, and use different sources to search for, and select, information required for two different purposes.

Evidence requirements:

(i)   Plan how to obtain and use the information required to meet the purpose of your activity.

(ii)   Choose appropriate sources and techniques for finding information and carry out effective searches.

(iii) Make selections based on judgements of relevance and quality.

Possible opportunities

There are opportunities for building an evidence base for IT3.1 (searching for and selecting information) in Modules 2595, 2596 and 2597.

Module 2595

There are **opportunities** in this module for employing level 3 IT skills by using a variety of electronic sources (for example, the Internet, CD-ROM, databases, files on disk etc.) in planning, searching for and selecting for information which can then be developed for presentation to a variety of audiences. One example of how this module might encourage the use and development of IT3.1 would be in the construction of a database which could be used to demonstrate, for example, the various outcomes of an electoral process using different systems of proportional representation.

Module 2596

There are **opportunities** in this module for employing level 3 IT skills by using a variety of electronic sources (for example, the Internet, CD-ROM, databases, files on disk etc.) for planning, searching for and selecting information which can then be developed for presentation to a variety of audiences.

Module 2597

There are **opportunities** in this module for employing level 3 IT skills by using a variety of electronic sources (for example, the Internet, CD-ROM, databases, files on disk etc.) in planning, searching for and selecting for information which can then be developed for presentation to a variety of audiences.

IT3.2   Explore, develop, and exchange information and derive new information to meet two different purposes.

Evidence requirements:

(i)   Enter and bring together information in a consistent form, using automated routines where appropriate.

(ii)   Create and use appropriate structures and procedures to explore and develop information and derive new information.

(iii) Use effective methods of exchanging information to support your purpose.

Possible opportunities

There are opportunities for building an evidence base for IT3.2 (exploring, developing and exchanging information) in Modules 2595, 2596 and 2597.

Module 2595

There are **opportunities** in this module for employing level 3 IT skills by using a variety of electronic sources (for example, the Internet, CD-ROM, databases, files on disk etc.) in exploring, deriving and retrieving information which can then be developed for presentation to a variety of audiences. One example of how this module might encourage the use and development of IT3.2 would be in the construction of a database which could be used to demonstrate, for example, the various outcomes of an electoral process using different systems of proportional representation.

Module 2596

There are **opportunities** in this module for employing level 3 IT skills by using a variety of electronic sources (for example, the Internet, CD-ROM, databases, files on disk etc.) to explore, develop and exchange information as well as to derive new information to meet a number of different purposes such as preparing presentations for a variety of audiences.

Module 2597

There are **opportunities** in this module for employing level 3 IT skills by using a variety of electronic sources (for example, the Internet, CD-ROM, databases, files on disk etc.) to explore, develop and exchange information as well as to derive new information to meet a number of different purposes such as preparing presentations for a variety of audiences.

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.

Evidence requirements:

(i)   Develop the structure and content of your presentation using the views of others, where appropriate, to guide refinements.

(ii)   Present information effectively, using a format and style that suits your purpose and audience.

(iii) Ensure your work is accurate and makes sense.

Possible opportunities

There are opportunities for building an evidence base for IT3.3 (presenting information from different sources) in Modules 2595, 2596 and 2597.

Module 2595

There are **opportunities** in this module for employing level 3 IT skills by using a variety of electronic sources (for example, the Internet, CD-ROM, databases, files on disk etc.) in preparing a presentation to a variety of audiences. One example of how this module might encourage the use and development of IT3.3 would be in the construction of a database which could be used to demonstrate, for example, the various outcomes of an electoral process using different systems of proportional representation.

Module 2596

There are **opportunities** in this module for employing level 3 IT skills in presenting information from various sources (for example, the Internet, CD-ROM, databases, files on disk) to meet a number of different purposes including preparing presentations for a variety of audiences.

Module 2597

There are **opportunities** in this module for employing level 3 IT skills in presenting information from various sources (for example, the Internet, CD-ROM, databases, files on disk) to meet a number of different purposes including preparing presentations for a variety of audiences.

WO3   Working with Others Level 3

You must:

Provide at least **one** substantial example of meeting the standard for WO3.1, WO3.2 and WO3.3, (you must show you can work in both one-to-one and group situations).

WO3.1   Plan complex work with others, agreeing objectives, responsibilities and working arrangements.

Evidence requirements:

(i)   Agree realistic objectives for working together and what needs to be done to achieve them.

(ii)   Exchange information, based on appropriate evidence, to help agree responsibilities.

(iii)   Agree suitable working arrangements with those involved.

Possible opportunities

There are opportunities for building an evidence base for WO3.1 (planning an activity with others etc.) in Modules 2595, 2596, 2597, 2694, 2695, 2698 and 2699.

Module 2595

This module is particularly suited to a group activity, for example, following the development of an election from the initial campaign through to the final result. As the election develops, a useful database of information may be planned and formed as above.

Modules 2595, 2596, 2597, 2694, 2695, 2698 and 2699

There are **opportunities** in these modules for developing to level 3 the Key Skill of Working with Others. From their study of any of these modules candidates can plan group presentations and demonstrations agreeing objectives, responsibilities and working arrangements. They may use any IT based material they have developed as well as any other study based material to provide evidence for WO3.1.

WO3.2 Seek to establish and maintain co-operative working relationships over an extended period of time, agreeing changes to achieve agreed objectives.

Evidence requirements:

(i) Organise and carry out tasks so you can be effective and efficient in meeting your responsibilities and produce the quality of work required.

(ii) Seek to establish and maintain co-operative working relationships, agreeing ways to overcome any difficulties.

(iii) Exchange accurate information on progress of work agreeing changes where necessary to achieve objectives.

Possible opportunities

There are opportunities for building an evidence base for WO3.2 in Modules 2595, 2596, 2597, 2694, 2695, 2698 and 2699.

Module 2595

This module is particularly suited to a group activity, for example, following the development of an election from the initial campaign through to the final result. As the election develops, a useful database of information may be planned and formed as above.

Modules 2595, 2596, 2597, 2694, 2695, 2698 and 2699

There are **opportunities** in these modules for developing WO3.2. From their study of any of these modules candidates can follow through any planned activities and group presentations, showing their ability to work in both group and one-to-one situations. They may use any IT based material they have developed as well as any other study based material to provide evidence for WO3.2.

WO3.3   Review work with others and agree ways of improving collaborative work in the future.

Evidence requirements

(i)   Agree the extent to which work with others has been successful and the objectives have been met.

(ii)   Identify factors that have influenced the outcome.

(iii)   Agree ways of improving work with others in the future.

Possible opportunities

There are opportunities for building an evidence base for WO3.3 in Modules 2595, 2596, 2597, 2694, 2695, 2698 and 2699.

Module 2595

This module is particularly suited to a group activity, for example, following the development of an election from the initial campaign through to the final result. As the election develops, a useful database of information may be planned and formed as above.

Modules 2595, 2596, 2597, 2694, 2695, 2698 and 2699

There are **opportunities** in these modules for developing WO3.3. From their study of any of these modules candidates can review any group presentations and demonstrations agreeing ways in which they may enhance their collaborative work. They may use any IT based material they have developed as well as any other study based material to provide evidence for this Key Skill.

LP3   Improving Own Learning and Performance Level 3

You must:

Provide at least one substantial example of meeting the standard for LP3.1, LP3.2 and LP3.3.

LP3.1   Agree targets and plan how these will be met over an extended period of time, using support from appropriate people.

Evidence requirements:

(i)   Seek information on ways to achieve what you want to do, and identify factors that might affect your plans.

(ii)   Use this information to agree realistic targets with appropriate people.

(iii)   Plan how you will effectively manage your time and use of support to meet targets, including alternative action for overcoming possible difficulties.

Possible opportunities

There are opportunities for building an evidence base for LP3.1 (agreeing targets) in all Modules in these specifications.

All modules in these specifications

There are **opportunities** in all modules for developing LP3.1. In their study and preparation, candidates can agree targets with their tutors and plan how to meet them drawing support from appropriate others. Candidates can use their presentations, IT based material and other study based material they have developed in these modules to provide evidence for LP3.1.

LP3.2 Take responsibility for your learning by using your plan and seeking feedback and support from relevant sources to help meet targets.

Improve your performance by:

- studying a complex subject;

- learning through a complex practical activity;

- further study or practical activity that involves independent learning.

Evidence requirements

(i)   Manage your time effectively to complete tasks, revising your plan as necessary.

(ii)   Seek and actively use feedback and support from relevant sources to help you meet your targets.

(iii)   Select and use different ways of learning, to improve your performance, adapting approaches to meet new demands.

Possible opportunities

There are opportunities for building an evidence base for LP3.2 in all modules in these specifications.

All modules in these specifications

There are **opportunities** in all modules for developing LP3.2. In their study and preparation, candidates can execute their plans and learn different ways of responding to new demands as they arise. Candidates can use their presentations, IT based material and other study based material they have developed in these modules to provide evidence for LP3.2.

LP3.3   Review progress on **two** occasions and establish evidence of achievements including how you have used learning from other tasks to meet new demands.

Evidence requirements:

(i)   Provide information on the quality of your learning and performance, including factors that have affected the outcome.

(ii)   Identify targets you have met, seeking information from relevant sources to establish evidence of your achievements.

(iii)   Exchange views with appropriate people to agree ways to further improve your performance.

Possible opportunities

There are opportunities for building an evidence base for LP3.3 in all modules in these specifications.

All modules in these specifications

There are **opportunities** in all modules for developing LP3.3. In their study and preparation, candidates can review progress in meeting targets, establish evidence of achievement and agree action with their tutors (using support from others) for improving performance. Candidates can use their presentations, IT based material and other study based material they have developed in this module to provide evidence for LP3.3.

PS3   Problem Solving Level 3

You must

Provide at least **one** substantial example of meeting the standard for PS3.1, PS3.2 and PS3.3.

PS3.1   Explore a complex problem, come up with **three** options for solving it and justify the option selected for taking forward.

Evidence requirements:

(i)   Explore the problem, accurately analysing its features and agree with others on how to show success in solving it.

(ii)   Select and use a variety of methods to come up with different ways of tackling the problem.

      (iii)   Compare the main features of each possible option, including risk factors, and justify the option you select to take forward.

Module 2595

Candidates may investigate the problem of selecting an electoral system which is fair and representative in as many respects as possible.

PS3.2   Plan and implement at least **one** option for solving the problem, review progress and revise your approach as necessary.

Evidence requirements

(i)   Plan how to carry out your chosen option and obtain agreement to go ahead from an appropriate person.

(ii)   Implement your plan, effectively using support and feedback from others.

(iii) Review progress towards solving the problem and revise your approach as necessary.

Possible opportunities

Module 2595

In preparation for studying Module 2595 candidates may carry out a mock election in the classroom, year group or centre to investigate further one of the alternative electoral systems chosen.

PS3.3   Apply agreed methods to check if the problem has been solved, describe the results and review your approach to problem solving.

Evidence requirements

(i)   Agree, with an appropriate person, methods to check if the problem has been solved.

(ii)   Apply these methods accurately, draw conclusions and fully describe the results.

(iii) Review your approach to problem solving, including whether alternative methods and options might have proved more effective.

Possible opportunities

Module 2595

Candidates could follow-up the mock election (see PS3.2) by reviewing which parameters agreed for investigation have been achieved and whether the alternative selected has provided a more or less effective system than other systems available.

Appendix B   Assessment Matrix - AS

LEVEL	Recall, select and deploy relevant knowledge accurately showing understanding of relevant political concepts and theories	Analyse and evaluate political information, arguments and explanations, and where appropriate identify parallels, connections, similarities and differences with other political systems including the EU	Construct arguments and explanations using a range of available evidence and communicate these in a clear, structured manner, making use of appropriate political vocabulary
4	Answers will demonstrate: • a thorough and accurate knowledge and a clear and detailed understanding of relevant concepts, ideas and political systems • (where appropriate) convincing comparisons between them.	Answers will demonstrate: • a high level of skill in the interpretation, analysis and evaluation of relevant political information (including where appropriate the identification of parallels, connections, similarities and differences with other political systems including the EU) • an ability to recognise bias and faulty argument and to reason effectively towards an individual and informed conclusion.	Answers will: • correctly distinguish relevant and important factors • integrate these into a balanced, well-focused argument • communicate this clearly and present it logically in a fluent coherent style • contain few, if any, errors of grammar, punctuation and spelling.
3	Answers will demonstrate: • a good knowledge and understanding of relevant concepts, ideas and political systems • (where appropriate) good comparisons between them.	Answers will demonstrate: • a good level of skill in the interpretation, analysis and evaluation of the relevant political information (including where appropriate the identification of parallels, connections, similarities and differences with other political systems including the EU) • some attempt to recognise bias and faulty argument and to reason sensibly towards a sound conclusion.	Answers will: • identify the most important factors • present a relevant argument clearly if, at times, lacking incisiveness • contain occasional errors of grammar, punctuation and spelling.

(continued …)

2	Answers will demonstrate: • a limited knowledge and understanding of relevant concepts, ideas and political systems • a limited awareness of standard points of comparison.	Answers will demonstrate: • a limited level of skill in the interpretation, analysis and evaluation of the relevant political information (including where appropriate the identification of parallels, connections, similarities and differences with other political systems including the EU) • a limited attempt to explain a few of the more obvious points central to the question and to recognise and describe some differing viewpoints. Reasoning may be incomplete and, while opinions may be offered, they are unlikely to be supported by argument.	Answers will: • make a limited attempt to distinguish relevant material • assemble it into a limited argument with some sense of order • contain some errors of grammar, punctuation and spelling.
1	Answers will demonstrate: • basic and generalised knowledge and understanding of relevant concepts, ideas and political systems. Such knowledge and understanding will be incomplete and/or of tenuous relevance and may contain significant errors • basic awareness of standard points of comparison.	Answers will demonstrate: • a basic skill in the interpretation, analysis and evaluation of some of the relevant political information (including where appropriate the identification of parallels, connections, similarities and differences with other political systems including the EU) • a basic attempt to explain the simpler points central to the question and it is likely that only one viewpoint will be recognised. There will be little evidence of reasoning.	Answers will: • make an attempt to shape an argument at a basic level • lack coherence and direction, be unselective • contain intrusive errors of grammar, punctuation and spelling

Appendix C　　Assessment Matrix – A2

LEVEL	Recall, select and deploy relevant knowledge accurately showing understanding of relevant political concepts and theories	Analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences between aspects of the political systems studied	Construct arguments and explanations using a range of available evidence and communicate these in a clear, structured manner, making use of appropriate political vocabulary
4	Answers will demonstrate: • a thorough and accurate knowledge and a clear and detailed understanding of relevant concepts, ideas and political systems • the ability to make valid comparisons between them.	Answers will demonstrate: • a high level of skill in the interpretation, analysis and evaluation of relevant political issues (including the identification of parallels, connections, similarities and differences between aspects of the political systems studied) • an ability to recognise bias and faulty argument and to reason effectively towards an individual and informed conclusion.	Answers will: • correctly distinguish relevant and important factors • integrate these into a balanced, well-focused and convincing argument • communicate this clearly and present it logically in a fluent coherent style • contain few, if any, errors of grammar, punctuation and spelling.
3	Answers will demonstrate: • a good knowledge and confident understanding of relevant concepts, ideas and political systems • the ability to make some valid comparisons between them.	Answers will demonstrate: • a good level of skill in the interpretation, analysis and evaluation of the relevant political issues (including the identification of parallels, connections, similarities and differences between aspects of the political systems studied) • some attempt to recognise bias and faulty argument and to reason sensibly towards a sound conclusion.	Answers will: • identify the most important factors • present a relevant argument clearly if, at times, lacking incisiveness • contain occasional errors of grammar, punctuation and spelling.

(continued ….)

2	Answers will demonstrate: • a limited knowledge and understanding of relevant concepts, ideas and political systems • a limited awareness of standard points of comparison.	Answers will demonstrate: • a limited level of skill in the interpretation, analysis and evaluation of the relevant political issues (including the identification of parallels, connections, similarities and differences between aspects of the political systems studied) • a limited attempt to explain a few of the more obvious points central to the question and to recognise and describe some differing viewpoints. Reasoning will be incomplete and while opinions may be offered they are unlikely to be supported by argument.	Answers will: • make a limited attempt to distinguish relevant material • assemble it into a limited argument with some sense of order • contain some errors of grammar, punctuation and spelling.
1	Answers will demonstrate: • basic and generalised knowledge and understanding of relevant concepts, ideas and political systems. Such knowledge and understanding will be incomplete and/or of tenuous relevance and may contain significant errors • basic awareness of standard points of comparison.	Answers will demonstrate: • a basic skill in the interpretation, analysis and evaluation of some of the relevant political issues (including the identification of parallels, connections, similarities and differences between aspects of the political systems studied) • a basic attempt to explain the simpler points central to the question and it is likely that only one viewpoint will be recognised. There will be little evidence of reasoning.	Answers will: • make an attempt to shape an argument at a basic level • lack coherence, be unselective and without direction • contain intrusive errors of grammar, punctuation and spelling.

Appendix D

Marks for Assessment Objectives

The table below shows the maximum marks available for each assessment objective.

Unit	Level	Percentage of Advanced GCE			
		AO1	AO2	AO3	Total
2595	**AS**	52	28	20	100
2596	**AS**	52	28	20	100
2597	**AS**	40	40	20	100
2694/2695	**A2**	36 (3x12)	36 (3x12)	18 (3x6)	90
2696	**A2**	24	48	18	90
2698/2699	**A2**	48 (2x24)	48 (2x24)	24 (2x12)	120
Total		252 (42%)	228 (38%)	120 (20%)	600