

A LEVEL POLITICS – COMPONENT 1 LEARNING GUIDE

Key content for Component 1

Component 1 - UK Politics

1. Democracy and participation (taught by both PA & MM)
 - 1.1 Representative democracy and direct democracy (MM)
 - 1.2 The development of the franchise and debates over suffrage (MM)
 - 1.3 Pressure groups and other influences (PA)
 - 1.4 Rights in context (PA)

2. Political parties (all PA)
 - 2.1 Political parties - functions and funding
 - 2.2 Established political parties - development and policies
 - 2.3 Emerging and minor UK political parties
 - 2.4 UK political parties in context - party systems and party success

3. Electoral systems (all MM - taught with 1.1 above)
 - 3.1 Different electoral systems: First Past the post and alternatives
 - 3.2 Referendums in the UK & their pros/cons
 - 3.3 Electoral systems analysis and debates

4. Voting behaviour and the media. (all MM)
 - 4.1 Case studies of 3 General Elections: including factors explaining election outcomes, such as policies & manifestos, class and partisanship, gender, age, ethnicity, region
 - 4.2 Influence of the Media

Component 1 - Core Political Ideas

Conservatism (PA)

1. Conservatism: core ideas and principles
2. Differing views and tensions within conservatism
3. Conservative thinkers and their ideas.

Liberalism (PA)

1. Liberalism: core ideas and principles
2. Differing views and tensions within liberalism
3. Liberal thinkers and their ideas.

Socialism (PA)

1. Socialism: core ideas and principles
2. Differing views and tensions within socialism
3. Socialist thinkers and their ideas.

Component 1 UK Politics and Core Political Ideas MM- 7 weeks

Topic 1 - Democracy and Participation 1.1 & 1.2 & Topic 3 - Electoral Systems (taught together)

Democracy & Participation Subject Content	Students should gain knowledge & understanding of:
<p>1 Key Terms & Concepts:</p> <p>Legitimacy Direct democracy Representative democracy Pluralist democracy Democratic deficit Participation crisis Franchise/suffrage</p>	<p>1.1 Current systems of representative democracy and direct democracy.</p> <ul style="list-style-type: none"> The features of direct democracy and representative democracy. The similarities and differences between direct democracy and representative democracy. Advantages and disadvantages of direct democracy and representative democracy and consideration of the case for reform. <p>1.2 A wider franchise and debates over suffrage.</p> <ul style="list-style-type: none"> Key milestones in the widening of the franchise in relation to class, gender, ethnicity and age, including the 1832 Great Reform Act and the 1918, 1928 and 1969 Representation of the People Acts. The work of the suffragists/suffragettes to extend the franchise. The work of a current movement to extend the franchise.

Topic 3 - Electoral Systems

Electoral Systems Subject Content	Students should gain knowledge & understanding of:
<p>3 Key Terms & Concepts:</p> <p>First-past-the-post (FPTP) Additional Member System (AMS) Single Transferable Vote (STV) Supplementary Vote (SV) Safe seat Marginal seat Minority government Coalition government</p>	<p>3.1 Different electoral systems.</p> <ul style="list-style-type: none"> First-past-the-post (FPTP), Additional Member System (AMS), Single Transferable Vote (STV) Supplementary Vote (SV). The advantages and disadvantages of these different systems. Comparison of first-past-the-post (FPTP) to a different electoral system in a devolved parliament/assembly. <p>3.2 Referendums and how they are used.</p> <ul style="list-style-type: none"> How referendums have been used in the

Electoral Systems Subject Content	Students should gain knowledge & understanding of:
	<p>UK and their impact on UK political life since 1997.</p> <ul style="list-style-type: none"> • The case for and against referendums in a representative democracy. <p>3.3 Electoral system analysis.</p> <ul style="list-style-type: none"> • Debates on why different electoral systems are used in the UK. • The impact of the electoral system on the government or type of government appointed. • The impact of different systems on party representation and of electoral systems on voter choice.

Tasks

General Election data exercise

Glossary

Group Research on different electoral systems

Reading and note making on the development of democratic rights

Notes and written exercise on the suffragettes

Structured essay on electoral systems

Class debate

Research and essay on referendums

Key Reading:

PEARSON EDEXCEL A LEVEL POLITICS 2020

Politics Review, November 2013, *UK Electoral Systems: are they all flawed?* Thomas Lundberg

Politics Review, November 2011, *Which electoral systems are best for Westminster?*, Ron Johnston

Politics Review, September 2013, *Debate: Do referendums strengthen democracy in the UK?* Kay Moxon and Laurence Ward

<http://www.parliament.uk/about/living-heritage/transformingsociety/electionsvoting/womenvote/>

<http://www.bl.uk/learning/histcitizen/21cc/struggle/struggle.html>

<http://www.parliament.uk/about/living-heritage/evolutionofparliament/houseofcommons/reformacts/>

<http://www.bbc.co.uk/bitesize/higher/history/democracy/changes/revision/1/>

http://www.nationalarchives.gov.uk/pathways/citizenship/struggle_democracy/making_history_democracy.htm

Extension Reading:

Politics Review, September 2014, *Britain's European Elections 2014: party list vindicated?* Richard Kelly

Politics Review, November 2014, *The Scottish independence referendum: The results analysed*, John Curtice

Politics Review, September 2011, *Defeat for the Yes men: the AV referendum*, Paul Jeater

Politics Review, February 2012, *Referendums: Without a Consensus the answer is "no"*, Anthony Bachelor

Politics Review, November 2014, *UK Democracy: How could it be improved?* Paul Fairclough

Sample & Past Paper Questions:

SPEC 1 Q: Using the source, evaluate the view that UK democracy is in crisis. (30)

You must consider this view and the alternative to this view in a balanced way.

SPEC 2 Q: Using the source, evaluate the view that referendums create more problems than solutions. (30)

In your response you must:

- compare and contrast the different opinions in the source
- examine and debate these views in a balanced way
- analyse and evaluate **only** the information presented in the source.

2019 Q1 (a) Using the source, evaluate the view that proportional representation would improve elections to the House of Commons. (30)

In your response you must:

- compare and contrast the different opinions in the source
- examine and debate these views in a balanced way
- analyse and evaluate **only** the information presented in the source.

2020 Q2 Evaluate the view that the various electoral systems in use in the UK make significant differences to party representation

Component 1 UK Politics and Core Political Ideas PA

Topic 1 - Democracy and Participation 1.3 - Pressure Groups & other influences

Pressure Groups Subject Content	Students should gain knowledge & understanding of:
1.3 Key Terms & Concepts: Key terminology: Pluralist democracy Democratic deficit Participation crisis Think tanks Lobbyists	1.3 Pressure groups and other influences. <ul style="list-style-type: none">• How different pressure groups exert influence and how their methods and influence vary in contemporary politics.• Case studies of two different pressure groups, highlighting examples of how their methods and influence vary.• Other collective organisations and groups including think tanks, lobbyists and corporations, and their influence on government and Parliament

Tasks

Note making

Formal debate

Research and presentation of pressure group of choice

Key Reading

PEARSON EDEXCEL A LEVEL POLITICS 2020

Extension Reading

Politics Review, April 2012, *AS focus on.... Pluralism& elitism*

Politics Review, February 2014, *Pluralist democracy & functional representation*

Politics Review, September 2012, *Do promotional pressure groups strengthen democracy?*

Politics Review, September 2013, *Pressure groups: what makes them successful?*

Politics Review, February 2016, *Why do UK pressure groups fail?*

Politics Review, February 2017, *Pressure Groups: do they have an impact on government policy?*

Sample & Past Paper Questions:

Spec 2 Q: Using the source, evaluate the view that pressure group activity supports democracy and participation. (30)

In your response you must:

- compare and contrast the different opinions in the source
- examine and debate these views in a balanced way
- analyse and evaluate **only** the information presented in the source.

2019 Q (a) Evaluate the view that think-tanks, lobbyists and pressure groups have little impact on government decisions. (30)

2020 2. Evaluate the view that the actions of pressure groups have been more significant than government legislation in defending and promoting rights in the UK. (30)

You must consider this view and the alternative to this view in a balanced way.

Component 1 UK Politics and Core Political Ideas PA

Topic 1 - Democracy and Participation 1.4 - Rights in Context

Rights in Context Subject Content	Students should gain knowledge & understanding of:
<p>1.4 Key Terms & Concepts:</p> <p>Pluralist democracy</p> <p>Democratic deficit</p>	<p>1.4 Rights in context.</p> <ul style="list-style-type: none">• Major milestones in their development, including the significance of Magna Carta and more recent developments, including the Human Rights Act 1998 and Equality Act 2010.• Debates on the extent, limits and tensions within the UK's rights-based culture, including consideration of how individual and collective right may conflict, the contributions from civil liberty pressure groups – including the work of two contemporary civil liberty pressure groups.

Essential Reading

PEARSON EDEXCEL A LEVEL POLITICS 2020

Extension Reading

Politics Review, November 2012, *UK judges: too powerful or not powerful enough?*

Politics Review, April 2016, *The Human Rights Act: why is it difficult to reform?*

Politics Review, February 2016, *Is the UK judiciary too powerful?*

Sample & Past Paper Questions:

Spec 2 Q: Evaluate the view that citizens can no longer feel confident that their rights in the UK are secure and established. (30)

You must consider this view and the alternative to this view in a balanced way.

Component 1 UK Politics and Core Political Ideas PA

Topic 2 – Political Parties

Political parties Subject Content	Students should gain knowledge & understanding of:
<p>4 Key Terms & Concepts:</p> <p>Old Labour(social democracy) New Labour (Third Way) One Nation New Right Classical Right Modern Liberals Party systems Left wing Right wing</p>	<p>2.1 Political parties.</p> <ul style="list-style-type: none"> • The functions and features of political parties in the UK’s representative democracy. • How parties are currently funded, debates on the consequences of the current funding system. <p>2.2 Established political parties.</p> <ul style="list-style-type: none"> • The origins and historical development of the Conservative Party, the Labour Party and Liberal Democrat Party, and how this has shaped their ideas and current policies on the economy, law and order, welfare and foreign policy. <p>2.3 Emerging and minor UK political parties.</p> <ul style="list-style-type: none"> • The importance of other parties in the UK. • The ideas and policies of two other minor parties. <p>2.4 UK political parties in context.</p> <ul style="list-style-type: none"> • The development of a multi-party system and its implications for government. • Various factors that affect party success – explanations of why political parties have succeeded or failed, including debates on the influence of the media.

Key Reading

PEARSON EDEXCEL A LEVEL POLITICS 2020

Extension Reading

Politics Review, November 2011, *Conservatives & Lib Dems: closer than we thought?*

Politics Review, February 2012, *Highlights: The Liberal Democrats*

Politics Review, November 2012, *Ed Miliband, a post New Labour leader?*

Politics Review, September 2013, *The Conservative Party: why is it divided over policies?*

Politics Review, April 2015, *Party positions: right or left?*

Politics Review, 2015, *The UKIP & SNP insurgency during the 2015 election*

Politics Review, September 2015, *The 2015 general election: business as usual or the arrival of multi party politics?*

Politics Review, April 2016, *Corbynism: the strange rebirth of UK socialism?*

Politics Review, September 2016, *Does the UK now have a multi party system?*

Politics Review, November 2016, *Labour Party factions*

Politics Review, February 2017, *How Socialist is the Labour Party?*

Sample & Past Paper Questions:

Spec Paper 1: Using the source, evaluate the view that the major parties still remain the dominant force in UK politics. (30)

You must consider this view and the alternative to this view in a balanced way.

2019 Q2 (b) Evaluate the view that the only political parties that matter in our political system are the Labour and Conservative parties. (30)

You must consider this view and the alternative to this view in a balanced way.

Topic 4 - Voting behaviour and the media

Voting Behaviour & the Media Subject Content	Students should gain knowledge & understanding of:
<p>4. Key Terms & Concepts: Class dealignment Partisan dealignment Governing competency Disillusion and apathy Manifesto Mandate</p>	<p>4.1 Case studies of three key general elections.</p> <ul style="list-style-type: none"> • Case studies of three elections (one from the period 1945–92, the 1997 election, and one since 1997), the results and their impact on parties and government. • The factors that explain the outcomes of these elections, including: <ul style="list-style-type: none"> ○ the reasons for and impact of party policies and manifestos, techniques used in their election campaigns, and the wider political context of the elections ○ class-based voting and other factors influencing voting patterns, such as partisanship and voting attachment ○ gender, age, ethnicity and region as factors in influencing voting behaviour, turnout and trends. • Analysis of the national voting-behaviour patterns for these elections, revealed by national data sources and how and why they vary. <p>4.2 The influence of the media.</p> <ul style="list-style-type: none"> • The assessment of the role and impact of the media on politics <ul style="list-style-type: none"> ○ both during and between key general elections, ○ including the importance and relevance of opinion polls, media bias and persuasion.

Tasks

Groups research and presentations on election campaigns

Analysis of voting behaviour over time

Essay on voting behaviour

Timed essay on the role of the media

Key Reading:

PEARSON EDEXCEL A LEVEL POLITICS 2020

Politics Review November 2012, *How important is issue voting?* Jane Green

Politics Review Nov 2008, *Valence and Volatility: Explaining party choice in the 21st century*, David Denver

Extension Reading:

Politics Review, September 2011, *Should Opinion Polls be banned during Election campaigns*, Anthony Bachelor and Neil McNaughton

Politics Review, September 2011, *UK Media*

Politics Review September 2010, *The 2010 UK General Election*, Colin Rallings and Michael Thrasher

Politics Review April 2011, *The TV Debates: the game-changer of the campaign?* Paul Fairclough and Eric Magee

Sample & Past Paper Questions:

Spec 1 Q: Evaluate the extent to which general elections in the UK are lost by the government rather than won by the opposition. (30)

You must consider this view and the alternative to this view in a balanced way.

SPEC 1 - 2(b) Evaluate the extent to which social factors determine voting behaviour. (30)

You must consider this view and the alternative to this view in a balanced way.

SPEC 2 Q: Evaluate the view that, for the general public, the media is more significant than policy statements and manifestoes from political parties. (30)

You must consider this view and the alternative to this view in a balanced way.

2019 Q1 (a) Using the source, evaluate the view that the outcomes of general elections are stable and predictable. (30)

In your response you must:

- compare and contrast the different opinions in the source
- examine and debate these views in a balanced way
- analyse and evaluate **only** the information presented in the source.

Core Political Ideas: Liberalism

Liberalism is a product of the Enlightenment as it recognises humans as rational creatures capable of making decisions for themselves. Defining feature of liberalism is a belief in individualism and freedom

There are three content areas

1. Liberalism: core ideas & principles
2. Differing views & tensions within liberalism
3. Liberal thinkers & their ideas.

Liberalism: core ideas & principles	Students should gain knowledge & understanding of:
<p>Key terms & concepts</p> <p>Foundational equality</p> <p>Formal equality</p> <p>Equality of opportunity</p> <p>Social contract</p> <p>Meritocracy</p> <p>Mechanistic theory</p> <p>Tolerance</p> <p>Limited government</p>	<p>Core ideas and principles of liberalism and how they relate to human nature, the state, society and the economy:</p> <ul style="list-style-type: none"> • individualism – the primacy of the individual in society over any group – to cover egoistical individualism and developmental individualism • freedom/liberty – the ability and right to make decisions in your own interests based on your view of human nature – to cover how liberals guarantee individual freedom, the link between freedom and individualism, that freedom is ‘under the law’ • state – it is ‘necessary’ to avoid disorder, but ‘evil’ as it has potential to remove individual liberty, thus should be limited; this is linked to the liberal view of the economy • rationalism – the belief that humans are rational creatures, capable of reason and logic – to cover how rationalism underpins an individual’s ability to define their own best interests and make their own moral choices, creating a progressive society • equality/social justice – the belief that individuals are of equal value and that they should be treated impartially and fairly by society – to cover foundational and formal equality and equality of opportunity • liberal democracy – a democracy that balances the will of the people, as shown through elections, with limited government (state) and a respect for civil liberties in society – to cover why liberals support it as well as why they are concerned about it.

Differing views & tensions within liberalism	
<p>Key terms & concepts</p> <p>Egotistical individualism</p> <p>Developmental individualism</p> <p>Negative freedom</p> <p>Positive freedom</p> <p>Laissez faire capitalism</p> <p>Keynesianism</p>	<p>The differing views and tensions within liberalism:</p> <ul style="list-style-type: none"> • classical liberalism – early liberals who believed that individual freedom would best be achieved with the state playing a minimal role • modern liberalism – emerged as a reaction against free-market capitalism, believing this had led to many individuals not being free. Freedom could no longer simply be defined as 'being left alone'.

Liberal thinkers & their ideas	Key ideas from thinkers exemplifying liberal ideas
<p>Key terms & concepts</p> <p>Harm principle</p> <p>Minimal state</p> <p>Enabling state</p>	<p>The key ideas of the following thinkers to exemplify the content from areas 1 and 2:</p> <p>John Locke (1632-1704)</p> <ul style="list-style-type: none"> • Social contract theory – society, state and government are based on a theoretical voluntary agreement. • Limited government – that government should be limited and based on consent from below. <p>Mary Wollstonecraft (1759–97)</p> <ul style="list-style-type: none"> • Reason – women are rational and independent beings capable of reason. • Formal equality – in order to be free, women should enjoy full civil liberties and be allowed to have a career. <p>John Stuart Mill (1806-73)</p> <ul style="list-style-type: none"> • Harm principle – that individuals should be free to do anything except harm other individuals. • Tolerance – belief that the popularity of a view does not necessarily make it correct. <p>John Rawls (1921-2002)</p> <ul style="list-style-type: none"> • Theory of justice – opinion that society must be just and guarantee each citizen a life worth living. • The veil of ignorance – a hypothetical scenario where individuals, agree on the type of society they want from a position where they lack knowledge of their own position in society.

Liberal thinkers & their ideas	Key ideas from thinkers exemplifying liberal ideas
	<p>Betty Friedan (1921-2006)</p> <ul style="list-style-type: none"> • Legal equality – women are as capable as men and that oppressive laws and social views must be overturned. • Equal opportunity – women are being held back from their potential because of the limited number of jobs that are 'acceptable' for women.

Key Reading

PEARSON EDEXCEL A LEVEL POLITICS 2020

Politics Review September 2012, *Why do liberals reject unlimited freedom?*

Politics Review September 2016, *Liberalism: have modern liberals abandoned individualism?'*

Extension Reading

Politics Review September 2012, *Negative to positive freedom*

BBC *In Our Time* podcast May 2006 – J S Mill - <http://www.bbc.co.uk/programmes/p003c1cx>

Sample & Past Paper Questions:

Spec 1 Q: To what extent do modern & classical liberals disagree over the role of the state? (24)

2020 Q 3. To what extent do modern liberals accept the ideas of classical liberals? (30)

You must use appropriate thinkers you have studied to support your answer and consider both sides in a balanced way.

Core Political Ideas: Conservatism

Conservatism seeks to conserve society as it is and is suspicious of change. It values pragmatism over ideology, adapting to change according to changes in society. During the 1970s and 1980s New Right thinking challenged traditional conservatism.

There are three content areas

1. 1.Conservatism: core ideas & principles
2. Differing views & tensions within
3. Conservative thinkers & their ideas.

Conservatism: core ideas and principles	Students should gain knowledge & understanding of:
<p>Key terms & concepts</p> <p>Hierarchy</p> <p>Authority</p> <p>Change to conserve</p> <p>Atomism</p>	<p>Core ideas and principles of conservatism and how they relate to human nature, the state, society and the economy:</p> <ul style="list-style-type: none"> • pragmatism – flexible approach to society with decisions made on the basis of what works – to cover links between pragmatism and traditional conservative and one-nation Philosophy • tradition – accumulated wisdom of past societies and a connection between the generations – to cover how this creates stability, links with organic change, and enhances humans’ security • human imperfection – humans are flawed which makes them incapable of making good decisions for themselves – to cover the three aspects of psychological, moral & intellectual imperfection • organic society/state – society/state is more important than any individual parts – to cover how this links to the underpinning of the beliefs of authority and hierarchy and a cohesive society • paternalism – benign power exerted from above by the state, that governs in the interests of the people – to cover the different interpretations by traditional (an authoritarian approach, the state knows what is best so the people must do what they are told) and one-nation conservatives (there is an obligation on the wealthy to look after those who are unable to look after themselves)and why it is rejected by New Right Conservatives • libertarianism (specifically neo-liberalism) – upholds liberty, seeking to maximise autonomy and free choice, mainly in the economy – to cover the moral and economic values associated with this idea.

Differing views and tensions within conservatism	
<p>Key terms & concepts</p> <p>Noblesse Oblige</p> <p>Anti-permissiveness</p> <p>Radical</p> <p>Human imperfection</p>	<p>The differing views and tensions within conservatism:</p> <ul style="list-style-type: none"> • traditional conservative – commitment to hierarchic and paternalistic values • one-nation conservative – updating of traditional conservatism in response to the emergence of capitalism • new right – the marriage of neo-liberal and neo-conservative ideas and include: <ul style="list-style-type: none"> ○ neo-liberal: principally concerned with free-market economics and atomistic individualism ○ neo-conservative: principally concerned with the fear of social fragmentation, tough on law and order and public morality.

Conservative thinkers & their ideas	Key ideas from thinkers exemplifying conservative ideas
<p>Key terms & concepts</p> <p>Laissez faire</p> <p>Empiricism</p>	<p>The key ideas of the following thinkers to exemplify the content from areas 1 and 2:</p> <p>Thomas Hobbes (1588–1679)</p> <ul style="list-style-type: none"> • Order – an ordered society should balance the human need to lead a free life. • Human nature – humans are needy, vulnerable and easily led astray in attempts to understand the world around them. <p>Edmund Burke (1729–1797)</p> <ul style="list-style-type: none"> • Change – political change should be undertaken with great caution and organically. • Tradition and empiricism – practices passed down for generations should be respected. <p>Michael Oakeshott (1901–1990)</p> <ul style="list-style-type: none"> • Human imperfection – suggestion that society is unpredictable and humans are imperfect. • Pragmatism – belief that conservatism is about being pragmatic.

Conservative thinkers & their ideas	Key ideas from thinkers exemplifying conservative ideas
	<p>Ayn Rand (1905–1982)</p> <ul style="list-style-type: none"> • Objectivism – this advocates the virtues of rational self-interest. • Freedom – this supports a pure, laissez-faire capitalist economy. <p>Robert Nozick (1938–2002)</p> <ul style="list-style-type: none"> • Libertarianism – based on Kant’s idea that individuals in society cannot be treated as a thing, or used against their will as a resource. • Self-ownership – individuals own their bodies, talents, abilities and labour.

Reading

Political Ideas for A level by Neil Mc Naughton and Richard Kelly

Politics Review September 2013, *Conservatism: Is it an ideology?*

Politics Review September 2015, *Conservatism: a defence for the privileged and prosperous?*

BBC *In Our Time* podcast Dec 2005 – *Thomas Hobbes* - <http://www.bbc.co.uk/programmes/p003k9l1>

BBC *In Our Time* podcast June 2010 – *Edmund Burke* - <http://www.bbc.co.uk/programmes/b00sjqyn>

Sample & Past Paper Questions:

Spec 2 Q: To what extent are the views of One Nation conservatives on the economy consistent with those of the New Right? (24)

You must use appropriate thinkers you have studied to support your answer and consider both sides in a balanced way.

Spec 2 Q: To what extent do conservatives have a common view of human nature? (24)

You must use appropriate thinkers you have studied to support your answer and consider differing views in a balanced way.

2019 Q3 (b) To what extent are conservatives united in their view of society? (24)

You must use appropriate thinkers you have studied to support your answer and consider both sides in a balanced way.

Core Political Ideas: Socialism

Socialism is defined by its opposition to capitalism. It aims to provide a clear alternative that is based upon collectivism not individualism, cooperation not competition and social equality not inequality.

There are three content areas

1. 1.Socialism: core ideas & principles
2. Differing views & tensions within socialism.
3. Socialist thinkers & their ideas.

Socialism: core ideas and principles	Students should gain knowledge & understanding of:
<p>Key terms & concepts</p> <p>Fraternity Cooperation Capitalism Common ownership Communism</p>	<p>Core ideas and principles of socialism and how they relate to human nature, the state, society and the economy:</p> <ul style="list-style-type: none"> • collectivism – to cover how collective human effort is both of greater practical value to the economy and moral value to society than the effort of individuals • common humanity – to cover the nature of humans as social creatures with a tendency to co-operation, sociability and rationality, and how the individual cannot be understood without reference to society, as human behaviour is socially determined • equality – is a fundamental value of socialism – to cover the disagreements among socialists about the nature of equality and how it is critical to the state, society, the economy and human nature • social class – a group of people in society who have the same socioeconomic status – to cover the extent to which class impacts on socialists’ views of society, the state and the economy • workers’ control – to cover the importance and the extent of control over the economy and/or state and how it is to be achieved.

Differing views and tensions within socialism	
<p>Key terms & concepts</p> <p>Evolutionary socialism</p> <p>Marxism</p> <p>Revisionism</p> <p>Social justice</p>	<p>The differing views and tensions within socialism:</p> <ul style="list-style-type: none"> • revolutionary socialism – socialism can be brought about only by the overthrow of the existing political and societal structures • social democracy – an ideological view that wishes to humanise capitalism in the interests of social justice • Third Way – a middle-ground alternative route to socialism and free-market capitalism.

Socialist thinkers & their ideas	Key ideas from thinkers exemplifying socialist ideas
<p>Key terms & concepts</p> <p>class consciousness</p> <p>Historical materialism</p> <p>Dialectic</p> <p>Keynesian economics</p>	<p>The key ideas of the following thinkers to exemplify the content from areas 1 and 2:</p> <p>Karl Marx (1818–83) and Friedrich Engels (1820–95)</p> <ul style="list-style-type: none"> • The centrality of social class – the ideas of historical materialism, dialectic change and revolutionary class consciousness. • Humans as social beings – how nature is socially determined and how true common humanity can be expressed only under communism. <p>Beatrice Webb (1858–1943)</p> <ul style="list-style-type: none"> • ‘The inevitability of gradualness’ – the gradualist parliamentary strategy for achieving evolutionary socialism. • The expansion of the state – that this, and not the overthrow of the state, is critical in delivering socialism. <p>Rosa Luxemburg (1871–1919)</p> <ul style="list-style-type: none"> • Evolutionary socialism and revisionism – this is not possible as capitalism is based on an economic relationship of exploitation. • Struggle by the proletariat for reform and democracy – this creates the class consciousness necessary for the overthrow of the capitalist society and state.

Socialist thinkers & their ideas	Key ideas from thinkers exemplifying socialist ideas
	<p>Anthony Crosland (1918–77)</p> <ul style="list-style-type: none"> • The inherent contradictions in capitalism – does not drive social change and managed capitalism can deliver social justice and equality. • State-managed capitalism – includes the mixed economy, full employment and universal social benefits. <p>Anthony Giddens (1938–)</p> <ul style="list-style-type: none"> • The rejection of state intervention – acceptance of the free market in the economy, emphasis on equality of opportunity over equality, responsibility and community over class conflict. • The role of the state – is social investment in infrastructure and education not economic and social engineering.

Extension Reading

Political Ideas for A level by Neil Mc Naughton and Richard Kelly

Politics Review, November 2011, *Socialism: revolutionary or evolutionary?*

Politics Review, November 2013, *Socialism: Renewal or retreat?*

BBC *In Our Time* podcast July 2005 – Karl Marc - <http://www.bbc.co.uk/programmes/p003k9jq>

BBC *In Our Time* podcast April 2017 – Rosa Luxemburg - <http://www.bbc.co.uk/programmes/b08lfc77>

Sample & Past Paper Questions:

Spec 1 Q: To what extent are different socialists committed to 'equality of outcome '? (24)

You must use appropriate thinkers you have studied to support your answer and consider both sides in a balanced way.

2019 Q3 (a) To what extent do socialists have conflicting views over how the economy should operate? (24)

Q 3 To what extent does socialism depend on a view of society based only on class? (24)

You must use appropriate thinkers you have studied to support your answer and consider both sides in a balanced way.