



Pearson

Pearson Consultation response

Ofqual consultation

AS and A level politics conditions and guidance

5 April 2016

Questions

Question 1: To what extent do you agree or disagree that we should introduce a Condition which requires exam boards to comply with the relevant subject content and assessment objectives?

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

Question 2: To what extent do you agree or disagree that we should introduce guidance which clarifies how exam boards should interpret our assessment objectives?

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

Question 3: Do you have any comments on our proposed Conditions and requirements for AS and A level politics?

- Yes No



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Question 4: Do you have any comments on our proposed guidance for AS and A level politics?

(X) Yes () No

On page 13, for AO2:

We do not see a distinction between 'parallels' and 'similarities' in AO2 and would recommend that the word parallels is removed, so AO2 reads 'Analyse aspects of politics and political information, including in relation to connections, similarities and differences'.

In the 'elements' section we have concerns about the inclusion of 'comparative analysis' in both elements as we feel this could raise the demand of the assessment if it is to be assessed in both elements.

i) We would recommend that comparative analysis is assessed in relation to element 1a (analysis of aspect of politics i.e. the subject content) rather than in element 1b (analysis of political information i.e. political sources). The reason being that for element 1a it is a perfectly valid and reliable assessment to have students analyse a single source, rather than expect them to always analysis comparatively and require them to analyse different sources whenever element 1b is being targeted. The analysis of a single source is a skill that is desirable for politics students and since element 1a covers the broad range of subject content it lends itself more to comparative analysis.

ii) we would like to recommend that the definition of 'parallels, connections, similarities and differences' includes reference that connections could be made internally and does not always have to be comparative across information or subject content.

On page 14, for AO3:

In the 'Interpretations and Definitions' section we recommend that a clear definition is provided for 'construct arguments' and also for 'substantiated judgements' and 'draw conclusions' as there is overlap between these two statements and the difference in interpretation is unclear from the conditions. We would welcome some guidance so we can be confident that we are assessing the requirements of the AO correctly.

With regards to the coverage section, it is unclear whether the last bullet point means that 'substantiated judgements' and 'draw conclusions' are distinct and are not just a facet of 'evaluation', we would welcome some clarification in the guidance section.



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Question 5: We have not identified any ways in which the proposals for AS and A level politics would impact (positively or negatively) on persons who share a protected characteristic.¹ Are there any potential impacts we have not identified?

Yes No

Question 6: Are there any additional steps we could take to mitigate any negative impact resulting from these proposals on persons who share a protected characteristic?

Yes No

Question 7: Do you have any other comments on the impacts of the proposals on students who share a protected characteristic?

Yes No

¹ 'Protected characteristic' is defined in the Equality Act 2010. Here, it means disability, racial group, age, religion or belief, pregnancy or maternity, sex, sexual orientation and gender reassignment.