

## A level Government and Politics – Scheme of Work 2017 / 2018

Week 1	Specification	Teaching Detail	Activities and Extensions
4 <sup>th</sup> September	<p>Democracy in context in the UK.</p> <ul style="list-style-type: none"> <li>• The features of direct democracy and representative democracy.</li> <li>• The similarities and differences between direct democracy and representative democracy.</li> <li>• The advantages and disadvantages of direct democracy and representative democracy.</li> <li>• The health of democracy in the UK.</li> </ul> <p>The debate as to whether and how democracy in the UK should be reformed and improved</p>	<p>Introduction to the course and the significance of politics in contemporary society.</p> <p>Illustrating the emergence of democracy in the UK</p> <p>A definition of democracy in its direct form. Examining direct democracy as it emerged in Athens and the benefits and disadvantages of this type of democracy</p> <p>A definition of democracy in its indirect or representative form. The benefits and disadvantages of this type of democracy.</p> <p>Examining how do people participate in politics beyond voting.</p> <p>Problems and fault lines with representative democracy in the UK.</p> <p>Discussion of the issue of a participation crisis</p>	<p>key terms accompanied by working examples. Construction of exemplar portfolio. (Act)</p> <p>Profiling and examining the growth and challenges for democracy worldwide. (E)</p> <p>Venn diagrams showing the comparisons (S&amp;W etc.) between direct and representative democracy.(Act)</p> <p>Good and bad practice in democratic outcomes in other countries. (E)</p> <p>Identify and rank the various measures/proposals to enhance and develop representative democracy in the UK (Act)</p> <p>Assessment: structured essay on the UK's representative democracy (AT)</p>

		<p>and the so called democratic deficit.</p> <p>Changing the UK's democratic system – improvement possibilities, problems and the case for the status quo.</p> <p>Evaluation of the state of representative democracy in the UK</p>	
<b>Week 2</b>	<b>Specification</b>	<b>Teaching Detail</b>	<b>Activities and Extensions</b>
11 <sup>th</sup> September	<p><b>1.2 A wider franchise.</b></p> <ul style="list-style-type: none"> <li>• Key milestones in the widening of the franchise, including the 1832 Great Reform Act and the 1918, 1928 and 1969 Representation of the People Acts.</li> <li>• How these Acts have extended the franchise, particularly in relation to class, gender, ethnicity and age.</li> <li>• The work of the suffragists/suffragettes to extend the franchise.</li> </ul> <p>The work of a current movement to extend the franchise.</p>	<p>Tracing how the right to vote emerged in the UK and the political significance of a wider franchise in securing legitimacy.</p> <p>The importance of major legislation to widen the franchise which include</p> <p>1832 Great Reform Act 1918-1969 Representation of the Peoples Act</p> <p>Consider what was the total franchise before and after these pieces of legislation</p> <p>The importance of the vote.</p> <p>Withholding the vote as a means of discrimination</p> <p>Consideration of the implications and</p>	<p>Continuation of portfolio developing key terms with illustrative examples.(Act)</p> <p>How does the UK compare with other countries in terms of how the right to vote currently stands and has emerged over the years (E)</p> <p>Look at current participation levels in terms of gender age class and ethnicity (E)</p> <p>A widening or a deepening franchise? What makes more people turn out to vote the right to do so or the education about the political process (AT)</p>

		<p>impact of compulsory voting.</p> <p>Consider if barriers to the franchise should remain – e.g. for prisoners, foreign national and those under 18 etc</p> <p>Examining the work of the suffragettes in securing votes for women on equal terms with men</p> <p>Investigating the work of any current movement to widen and enlarge the franchise, and understanding the case for and against their stance</p>	
<b>Week 3</b>	<b>Specification</b>	<b>Teaching Detail</b>	<b>Activities and Extensions</b>
18 <sup>th</sup> September	<p><b>1.3 Group Politics.</b></p> <ul style="list-style-type: none"> <li>• How participation can influence and have impact on society</li> <li>• Pressure group activity and access points in a representative democracy.</li> <li>• Methods, motives and reasons for failures and successes of pressure groups in contemporary politics.</li> <li>• Case studies of two different pressure groups highlighting</li> </ul>	<p>Democracy and the move from accepting the rights of an individual to accepting the rights of the group. Major milestones in developing the rights of groups and certain sections of society.</p> <p>Appreciation of the concept of pluralist democracy and the benefits and disadvantages of pressure group activity</p> <p>Understanding how pressure groups operate in representative democracy in the UK and covering their</p>	<p>Continuation of portfolio developing key terms with illustrative examples.(Act)</p> <p>Look at battles between the rights of individuals and those of the group (E)</p> <p>Look at competing pressure groups who pitch against one another and note their membership and failures and victories (Act)</p> <p>Construct a contemporary checklist of pressure groups with government, parliament and society (Act)</p> <p>Compile a checklist of three major companies</p>

	<p>appropriate failure and success of their cause. This should include a cause group and a sectional group.</p> <p>Other collective organisations and groups such as think tanks, lobbyists and corporations, including their methods, impact and influence on government and Parliament</p>	<p>methods/tactics and access points. The factors which lay behind both the success and failures of pressure groups with clear working examples drawn from several types of pressure groups.</p> <p>Close scrutiny and exploration of at least one cause and one sectional pressure group.</p> <p>Group politics above and beyond pressure groups, examining how other collective bodies influence contemporary UK politics. Think tanks and their impact on policy formation and adoption, the role of professional lobbyists in influencing administrators, and legislators .Corporations and elite groups who have access and influence to those who hold power.</p>	<p>with political impact in the political world. Note the work of two think tanks and their contribution to political debate (Act)</p> <p>Consideration of who is the most influential groups in the political environment and why (AT)</p>
<b>Week 4</b>	<b>Specification</b>	<b>Teaching Detail</b>	<b>Activities and Extensions</b>
	<p>1.4 Rights in context.</p> <ul style="list-style-type: none"> <li>The concept of rights and responsibilities of the individual and the development of these in contemporary society.</li> <li>Major milestones in</li> </ul>	<p>Define civil liberties and how they have emerged in the UK</p> <p>Define the growth of rights and the role of the state in accepting responsibility for their provision.</p> <p>Investigate the concept of duty – where a citizen is</p>	<p>Continuation of portfolio developing key terms with illustrative examples.(Act)</p> <p>Compile a checklist of the most important civil liberties (Act)</p> <p>Compile a list of the duties applicable to UK citizens (Act)</p>

	<p>their development, including the significance of Magna Carta and more recent developments including the Human Rights Act 1998 and Equality Act 2010.</p> <ul style="list-style-type: none"> <li>• Debates over the extent and limits of the UK's rights based culture, including the effectiveness of contributions from civil liberty pressure groups – including Liberty and The Howard League for Penal Reform.</li> <li>• The tension between individual liberty and collective rights</li> </ul>	<p>obliged or even coerced to act in a certain manner</p> <p>Examining the legislation and the relevant cases where both civil liberties and rights are defined and contested.</p> <p>Discuss the importance of the Human Rights Act 1998 and its scope. Consider the calls for a UK based Bill of Rights to replace the HRA</p> <p>Understand the scope of the Equality Act 2010</p> <p>Focus on the work and actions of Liberty and The Howard League for Penal Reform. A focus on their objectives and their failures and successes.</p> <p>Develop the debate about the limits of a rights based culture and the duties contemporary society may require from its citizens.</p>	<p>Set out the major parts of the Equality Act 2010 (Act)</p> <p>Extended work on the conflict between duties and entitlements in contemporary society and how far can a rights based culture develop (AT)</p>
<b>Week 5</b>	<b>Specification</b>	<b>Teaching Detail</b>	<b>Activities and Extensions</b>
	<p>2.1 Principles of political parties.</p> <ul style="list-style-type: none"> <li>• The functions and features of political parties in the UK's representative democracy.</li> </ul>	<p>Building a clear awareness of the political spectrum and constructing the ability to define left and right wing ideas within the UK political system</p>	<p>Continuation of portfolio developing key terms with illustrative examples.(Act)</p> <p>Consider states who only allow one party to form and how this may restrict ideas (E)</p>

	<ul style="list-style-type: none"> <li>• The importance of the manifesto prior to election and the relevance of the mandate for the successful party.</li> <li>• The right wing and left wing in UK politics.</li> <li>• How parties are currently funded, and debates about the consequences and implications of the current funding system.</li> <li>• Consideration of alternative funding systems and financial restrictions.</li> </ul>	<p>Define the role carried out by political parties, their main features and the functions they perform in a representative democracy.</p> <p>Political party manifestoes and promises. Explain the theory and practice of the mandate and how political parties once in government claim the legitimacy to act.</p> <p>Political party funding and achieving fairness. How the system works now and suggestions for retaining the current practice and the case for reform.</p>	<p>Investigate how other countries financially support political parties (Act)</p> <p>Extended work on the advantages and disadvantages of the current funding for political parties (AT)</p>
<b>Week 6</b>	<b>Specification</b>	<b>Teaching Detail</b>	<b>Activities and Extensions</b>
	<p>2.2 Established Political Parties.</p> <ul style="list-style-type: none"> <li>• The origins and development of the Conservative Party and an outline of their ideas and current policies on the economy, law and order, welfare and foreign policy.</li> <li>• The origins and development of the Labour Party and an outline of their ideas and current policies on the economy, law and order, welfare and foreign policy.</li> <li>• The origins and</li> </ul>	<p>The core background to the Conservative Party and understanding the ideas and policies which cover the economy, law and order, welfare and foreign policy.</p> <p>The current factions within the Conservative Party and the policies and ideas linked to them – One Nation and Thatcherism</p> <p>The core background to the Labour Party and understanding the ideas and policies which cover the</p>	<p>Continuation of portfolio developing key terms with illustrative examples.(Act)</p> <p>Create an updated policy platform for the key political party ideas on the economy, law and order welfare and foreign policy.(Act)</p> <p>Identify the personalities within the parties associated with each faction within them (E)</p> <p>How true to their core policies and ideas are the major political parties (AT)</p>

	<p>development of the Liberal Democrat Party and an outline of their ideas and current policies on the economy, law and order, welfare and foreign policy.</p>	<p>economy, law and order, welfare and foreign policy.</p> <p>The current factions within the Labour Party and the policies and ideas linked to them – Old Labour, New Labour/Third Way</p> <p>The core background to the Liberal Democrat Party and understanding the ideas and policies which cover the economy, law and order, welfare and foreign policy.</p> <p>The current factions within the Liberal Democratic Party and the policies and ideas linked to them – Social Liberals and Orange Book Liberals</p>	
<b>Week 7</b>	<b>Specification</b>	<b>Teaching Detail</b>	<b>Activities and Extensions</b>
	<p>2.3 Emerging and minor UK political parties.</p> <ul style="list-style-type: none"> <li>• The growth of other parties in the UK.</li> <li>• The policies and success levels of two other minor parties.</li> <li>• The influence and impact other political parties have on the three 'major' parties.</li> </ul>	<p>How other political parties have taken a share of the vote, the rise of the minor and fall of the major parties.</p> <p>The key policy platform and ideas of two emerging/minor parties in the UK and their future prospects for success</p> <p>How minor parties have had an impact on the major parties currently and future prospects</p>	<p>Continuation of portfolio developing key terms with illustrative examples.(Act)</p> <p>Two minor/emerging parties their ideas policies and leaders (Act)</p> <p>Chart the rise and fall of other political parties as they have challenged for power (E)</p> <p>Assess the importance and significance of minor parties in the UK (AT)</p>
<b>Week 8</b>	<b>Specification</b>	<b>Teaching Detail</b>	<b>Activities and</b>

			<b>Extensions</b>
	<p>2.4 UK political parties in context.</p> <ul style="list-style-type: none"> <li>The various models of political party classification – one party dominant, two party, two and a half party and multi-party systems.</li> <li>How the UK party system is classified in Westminster and beyond.</li> <li>Various factors that affect party success, including party leadership, party unity and division, and the media, and their relative importance.</li> </ul>	<p>Consensus and adversary politics and how the major parties fit into this dichotomy.</p> <p>Understanding the various models of political party classification</p> <p>How these models can be said to apply in Westminster and in local and regional politics</p> <p>The reason which lie behind the success and failure of political parties including the media's view of political parties</p> <p>How unified are the major parties and what divisions are within them</p>	<p>Continuation of portfolio developing key terms with illustrative examples.(Act)</p> <p>Develop a chart to outline with examples each of the party classification models (Act)</p> <p>Assess how much money each political party has at its disposal (E)</p> <p>Extended work on considering how important are political parties in the UK and which model of classification is most suitable (AT)</p>
<b>Week 9</b>	<b>Specification</b>	<b>Teaching Detail</b>	<b>Activities and Extensions</b>
	<p>3.1 Different electoral systems.</p> <ul style="list-style-type: none"> <li>First-past-the-post (FPTP), Additional Member System (AMS), Single Transferable Vote (STV) Supplementary Vote (SV).</li> <li>The advantages and disadvantages of these different systems.</li> <li>Comparison of</li> </ul>	<p>How does FPTP operate, the core electoral mechanics single member – simple plurality</p> <p>Alternative systems in use in the UK and an appreciation of their operations (AMS, STV and SV)</p> <p>The difference between pluralistic majoritarian and proportional systems</p> <p>The benefits and problems associated with FPTP and the</p>	<p>Understand the electoral process/outcomes for the last General Election (Act) and FPTP</p> <p>Look at the electoral outcomes for devolved assemblies and elected mayors and compare outcomes and implications when compared to FPTP (Ext)</p> <p>Identification and explanation of the different systems used in the UK (AT)</p>



	<p>first-past-the-post (FPTP) to a different electoral system to a devolved parliament/assembly.</p>	<p>chances of its reform or replacement</p> <p>The debate between using 'proportional' voting systems – the dilemma between fair representation and effective government.</p> <p>How alternative systems have worked in the various regions and contexts where they have been used. A judgment on their worth and issues arising from the use of alternative systems to FPTP</p>	
<b>Week 10</b>	<b>Specification</b>	<b>Teaching Detail</b>	<b>Activities and Extensions</b>
	<p>3.2 Referendums and how they are used.</p> <ul style="list-style-type: none"> <li>How referendums have been used in the UK and their impact on UK political life since 1997.</li> <li>The case for and against referendums in a representative democracy.</li> </ul>	<p>Referendums in modern democracies, their links with initiatives</p> <p>The use of referendums in constitutional changes since 1997</p> <p>Are referendums good or bad – considering the advantages and disadvantages associated with their use</p>	<p>Look at referendums and initiatives in other democratic countries (e.g. Switzerland and states in the USA) (Act)</p> <p>Awareness of outcomes and implications of referendums since 1997 in the UK (Ext)</p> <p>Should referendums be more or less widely used in the UK? (AT)</p>
<b>Week 11</b>	<b>Specification</b>	<b>Teaching Detail</b>	<b>Activities and Extensions</b>
	<p>3.3 Electoral system analysis. Debates on why different electoral systems are used in the UK.</p> <ul style="list-style-type: none"> <li>The impact of the electoral system on</li> </ul>	<p>How and why differing electoral systems were introduced alongside constitutional changes since 1997</p>	<p>Mapping electoral systems in the UK and government formation (Act)</p> <p>Cross cultural comparison - ,look at PR</p>

	<p>the government or type of government appointed.</p> <ul style="list-style-type: none"> <li>The impact of different systems on party representation and of electoral systems on voter choice.</li> </ul>	<p>Winners and losers under different electoral systems – the impact on government and also their formation, political parties (major and minor) and voter participation, engagement and choice</p> <p>The battle between securing fair representation and effective government</p>	<p>and FPTP in other counties (Ext)</p> <p>Should FPTP be abolished or retained for Westminster elections? (AT)</p>
<b>Week 12</b>	<b>Specification</b>	<b>Teaching Detail</b>	<b>Activities and Extensions</b>
	<p>4.1 Class voting and other social factors influencing voting patterns.</p> <ul style="list-style-type: none"> <li>Class-based voting, partisanship and voting attachment.</li> <li>Gender, age, ethnicity and region as factors in influencing voting behaviour and turnout.</li> </ul>	<p>Understanding voting behaviour on the wider electorate, its emergence and reliability as a predictor of voting intentions/outcomes</p> <p>Voting based on a class model – class and party alignment and dealignment</p> <p>Wider reasons based on social factors which impact on voter preferences – age, gender, region and ethnicity over time</p> <p>Individual and collective factors which have a major impact on electoral outcomes</p>	<p>Examine the various social groups and how they makeup the UK electorate (Ext)</p> <p>Class and party alignment and dealignment (Act)</p> <p>What are the most relevant social factors which influence voting behaviour (AT)</p>
<b>Week 13</b>	<b>Specification</b>	<b>Teaching Detail</b>	<b>Activities and Extensions</b>
	<p>4.2 Case studies of three key general elections.</p>	<p>Getting to know and compare General Election Outcomes</p>	<p>Web based Research to add to portfolio</p>

	<ul style="list-style-type: none"> <li>• 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.</li> <li>• The factors that explain the outcomes of these elections, including the reasons and impact of party policies and manifestos and techniques used in their election campaigns, and the wider political context of the elections.</li> <li>• Analysis of the national voting-behaviour patterns for these elections, revealed by national data sources and how and why they vary.</li> </ul>	<ol style="list-style-type: none"> <li>1. Pre-1997</li> <li>2. 1997</li> <li>3. Post 1997</li> </ol> <p>Looking at each election through common themes to enable comparison</p> <ul style="list-style-type: none"> <li>• Outcomes – margins and majorities</li> <li>• Turnout – trends against norm</li> <li>• Voting behaviour – key factors which influenced voter choice</li> <li>• Impact of issues- what were the most salient issues? Valence issues</li> <li>• Impact of party leaders – where do leaders make a difference , where is it not apparent</li> <li>• Impact of the campaign – strategy and planning</li> <li>• Impact of the media- how important is it to have the media ‘on-side’</li> </ul>	<p>1945-1992</p> <p>1997</p> <p>1997-2017</p>
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		National voting behaviour and changes over time a move away from social class to issue voting	
<b>Week 14</b>	<b>Specification</b>	<b>Teaching Detail</b>	<b>Activities and Extensions</b>
	<p>4.3 The influence of the media.</p> <ul style="list-style-type: none"> <li>The assessment of the role and impact of the media on politics – both during and between key general elections, including the importance and relevance of opinion polls, media bias and persuasion.</li> </ul>	<p>Understanding and defining the media – press, TV social media etc.</p> <p>Bias and how it may impact on political choice.</p> <p>All forms of media as tools of persuasion. Does the media reflect or create opinions and political views?</p> <p>Opinion polls – their use and impact</p>	
<b>Week 15</b>	<b>Specification</b>	<b>Teaching Detail</b>	<b>Activities (Act) Assessment/Test (AT)) and Extension paths (E)</b>
	<p><b>Introduction to UK Government topic</b></p> <p>1.1 The nature and sources of the UK constitution, including:</p> <ul style="list-style-type: none"> <li>an overview of the development of the constitution through key historical documents:             <ul style="list-style-type: none"> <li>Magna Carta (1215); Bill of Rights (1689); Act of Settlement (1701); Acts of Union (1707); Parliament Acts</li> </ul> </li> </ul>	<p>Introduction to the unit, and to the structure of UK Government</p> <p>Definitions of key terminology.</p> <p>Outline of the details and impact of each of the named historical documents.</p> <p>Consideration of the theme of constitutional development</p> <ul style="list-style-type: none"> <li>no single</li> </ul>	<p>Mix and match of key terms (Act)</p> <p>Constitution storyboard of key developments, specifically for visual learners (Act)</p> <p><i>Venn diagrams showing the comparisons between the UK and US constitutions (E)</i></p> <p>Assessment: short response question on the sources of the UK constitution (AT)</p>

	<p>(1911 and 1949); The European Communities Act (1972)</p> <ul style="list-style-type: none"> <li>• the nature of the UK constitution: unentrenched, uncodified and unitary, and the 'twin pillars' of parliamentary sovereignty and the rule of law</li> <li>• The five main sources of the UK constitution: statute law; common law; conventions; authoritative works and treaties (including European Union law).</li> </ul>	<p>dramatic change or codification of the constitution;</p> <ul style="list-style-type: none"> <li>• a slow transfer of power away from a central monarchy towards Parliament, especially the House of Commons;</li> <li>• a steady increase in the rights of citizens.</li> </ul> <p>Examination of how each of the features and pillars of the constitution (exemplified in glossary) affects it in practice.</p> <p><i>Comparison to the US constitution to elucidate the features and principles.</i></p> <p>Explanation of the nature and relevance of each of the sources, and of how they interact with each other.</p> <ul style="list-style-type: none"> <li>• EU Law takes precedence over other sources</li> <li>• Statute law supersedes all sources excepting EU Law</li> <li>• Common Law cannot</li> </ul>	
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		<p>contradict existing statute law, but once established has equal authority superseding authoritative works and conventions</p> <ul style="list-style-type: none"> <li>• Authoritative works and conventions are not binding but are considered strong guidance, and are often consulted when interpreting the constitution.</li> </ul>	
<b>Week 15</b>	<b>Specification</b>	<b>Teaching Detail</b>	<b>Activities (Act) Assessment/Test (AT)) and Extension paths (E)</b>
	<p>1.2 How the constitution has changed since 1997.</p> <ul style="list-style-type: none"> <li>• Under Labour 1997–2010: House of Lords reforms, electoral reform; devolution; the Human Rights Act 1998; and the Supreme Court.</li> <li>• Under the Coalition 2010–15: Fixed Term Parliaments; further devolution to Wales.</li> <li>• Any major reforms undertaken by governments since 2015, including</li> </ul>	<p>Tracing the progress of constitutional reform since 1997, divided into the three identified historical periods.</p> <p>Consideration of the purpose and impact of each of the changes, in terms of democratisation, modernisation, devolution and the protection of rights</p> <p>Details of further devolution to Scotland when passed by parliament, as well as</p>	<p>Timeline of change (Act)</p> <p>Persuasive writing piece on which of the reforms was the most significant (E)</p> <p>Essay question: how significant were the constitutional reforms since 1997? (AT)</p>

	<p>further devolution to Scotland (in the context of the Scottish Referendum).</p>	<p>any other major reforms.</p> <p>At time of writing post 2015 changes should also include English Votes for English Laws (EVEL); and regional devolution deals</p> <p>Consideration of the overall impact of these changes.</p>	
<b>Week 16</b>	<b>Specification</b>	<b>Teaching Detail</b>	<b>Activities (Act) Assessment/Test (AT)) and Extension paths (E)</b>
	<p>1.3 The role and powers of devolved bodies in the UK, and the impact of this devolution on the UK.</p> <ul style="list-style-type: none"> <li>• Devolution in England.</li> <li>• Scottish Parliament and Government.</li> <li>• Welsh Assembly and Government.</li> <li>• Northern Ireland Assembly and Executive.</li> </ul>	<p>Understanding the reasons for different settlements in the different parts of the UK.</p> <p>Examination of the different aspects of devolution in England – the London Assembly, directly elected mayors, regional devolution deals, localism, and EVEL.</p> <p>Comparison of the powers of the Scottish Parliament and Welsh Assembly and their governments to better understand each, including the areas of which they have primary legislative powers, any tax varying powers, and whether areas not specified are devolved or</p>	<p>A list of examples of different policies resulting from devolution in each area (Act)</p> <p>A Venn diagram of the three sub-national devolved bodies' powers (or an integrated mind-map if preferred) (Act)</p> <p>A sketch proposal for an English Parliament or fully Regional England (E)</p> <p>Consideration of who is the most influential groups in the political environment and why (AT)</p> <p>Assessment: short response or source question on the powers of the Scottish Parliament (AT)</p>

		<p>reserved.</p> <p>Consideration of the specific circumstances in Northern Ireland, and how they are reflected in the cross-party working of the assembly and executive, and in the division between devolved powers (such as justice), reserved powers (transport) and excepted powers (constitutional matters)</p>	
<b>Week 17</b>	<b>Specification</b>	<b>Teaching Detail</b>	<b>Activities (Act) Assessment/Test (AT)) and Extension paths (E)</b>
	<p>1.4 Debates on further reform.</p> <ul style="list-style-type: none"> <li>• The extent to which devolution should be extended within England.</li> <li>• An overview of the extent to which the individual reforms since 1997 listed in section 1.2 above should be taken further.</li> <li>• Whether the UK constitution should be changed to be entrenched and codified, including a bill of rights.</li> </ul>	<p>Explanation of the West Lothian Question and its impact.</p> <p>Consideration of the possibilities of localism, regionalism, or an English Parliament.</p> <p>Examination of the limitations of the reforms since 1997, and the possible options for their extension.</p> <p>Examination of the benefits of compromise between reform and continuity since 1997, and the disadvantages of further extension.</p> <p>Consideration of the advantages and disadvantages of</p>	<p>Compile a pros and cons list for extending each reform (Act)</p> <p>Class debate on whether the UK should adopt a US style constitution (Act)</p> <p>Research party positions on further constitutional reforms (E)</p> <p>Assessment: essay question 'Should there be an English Parliament?' (AT)</p>



		codification and entrenchment.	
<b>Week 18</b>	<b>Specification</b>	<b>Teaching Detail</b>	<b>Activities (Act) Assessment/Test (AT)) and Extension paths (E)</b>
	<p>3.1 The structure, role, and powers of the Executive.</p> <ul style="list-style-type: none"> <li>• Its structure, including Prime Minister, the Cabinet, junior ministers and government departments.</li> <li>• Its main roles, including proposing legislation, proposing a budget, and making policy decisions within laws and budget.</li> <li>• Its main powers of the Executive, including Royal Prerogative powers, initiation of legislation and secondary legislative power.</li> </ul>	<p>Definitions of key terminology.</p> <p>Building a clear awareness of the structure of the UK Government and the different levels and roles within in.</p> <p>Definitions of the specific roles of the Prime Minister and of the Cabinet, and the importance of the relationship between the two.</p> <p>Explanation of the different roles and powers of government, using recent examples, such as the Brexit Bill (legislation), 2016 Budget, and the response to ISIS (policy decisions)</p> <p>Examples of prerogative powers, such as the appointment of ministers (Prime Minister), issuing of pardons (another Minister), military action (Cabinet) and awarding of honours (not mostly done independently)</p>	<p>Mix and match of key terms (Act)</p> <p>Research and report back on one government department (Act)</p> <p>Write a report on whether the Royal Prerogative is out of date and should be abandoned E)</p> <p>Source or short response question on the significance of the royal prerogative (AT)</p>
<b>Week 19</b>	<b>Specification</b>	<b>Teaching Detail</b>	<b>Activities (Act) Assessment/Test (AT))</b>

			<b>and Extension paths (E)</b>
	<p>3.2 The concept of ministerial responsibility.</p> <ul style="list-style-type: none"> <li>• The concept of individual ministerial responsibility.</li> <li>• The concept of collective ministerial responsibility.</li> </ul> <p>3.3 The Prime Minister and the Cabinet.</p> <p>3.3.1 The power of the Prime Minister and cabinet.</p> <ul style="list-style-type: none"> <li>• The factors governing the Prime Minister's selection of ministers.</li> </ul>	<p>Definition and contrast between the two kinds of ministerial responsibility.</p> <p>Examples of individual responsibility including departmental responsibility (such as Critchel Down, and the Falklands War), personal political failure (Lamont and Black Wednesday, Morris and school targets), and scandal (Profumo, Mandelson)</p> <p>Examples of collective responsibility such as Cook during the Iraq War and Duncan Smith over welfare reform.</p> <p>Examples of exceptions to collective responsibility both within coalition (boundary changes) and outside of coalition (EU referendums)</p> <p>Discussion of the different factors behind ministerial selection, such as political balance, demographic representation, rewarding allies,</p>	<p>Research a specific example of individual and collective responsibility (Act)</p> <p>Choose and present 'an issue I would resign over' (Act)</p> <p>Research and write a report on the significance of the 'quad' in coalition (E)</p> <p>Short response question on the distinction between individual and collective ministerial responsibility (AT)</p> <p>Fantasy cabinet – assign each member of the class or year group to a different cabinet position with reasons (Act).</p>

		appeasing opponents etc.	
<b>Week 20</b>	<b>Specification</b>	<b>Teaching Detail</b>	<b>Activities (Act) Assessment/Test (AT)) and Extension paths (E)</b>
	<ul style="list-style-type: none"> <li>The factors that affect the relationship between the Cabinet and the Prime Minister, and the ways they have changed and the balance of power between the Prime Minister and the Cabinet</li> </ul> <p>3.3.2 The powers of the Prime Minister and the Cabinet to dictate events and determine policy.</p> <ul style="list-style-type: none"> <li>Students must study the influence of one Prime Minister from 1945 to 1997 and one post-1997 Prime Minister.</li> <li>Students may choose any pre-1997 and any post-1997 Prime Minister, provided that they study them in an equivalent level of detail, covering both events and policy, with examples that illustrate both control and a lack of control.</li> </ul>	<p>Overview of the main factors affecting Prime Ministerial and Cabinet relations such as the size of the majority, Prime Ministerial popularity, political unity, major events.</p> <p>Consideration of the 1945-1997 Prime Minister in detail. For example</p> <ul style="list-style-type: none"> <li>Harold Wilson, with reference to the Britain's Membership of the European Community, comprehensive education, and government economic policy (including the renationalisation of steel and devaluation of the pound) OR</li> <li>Margaret Thatcher with reference to the Falklands War, the Poll Tax and government economic policy (including the privatisation of utilities and monetarism)</li> </ul> <p>With a focus on their ability to dictate events and determine</p>	<p>Essay question: to what extent are Prime Ministers able to dominate their cabinets? (AT)</p> <p>Research and write a brief biography of one of your chosen Prime Ministers (Act)</p> <p>Chart the rise and fall of one Prime Minister's influence during their time in office (E)</p>

		policy.	
<b>Week 21</b>	<b>Specification</b>	<b>Teaching Detail</b>	<b>Activities (Act) Assessment/Test (AT)) and Extension paths (E)</b>
	<p>Above continued.</p> <p>2.1 The structure and role of the House of Commons and House of Lords.</p> <ul style="list-style-type: none"> <li>The selection of members of the House of Commons and House of Lords, including the different types of Peers.</li> </ul>	<p>Consideration of the 1945-1997 Prime Minister in detail. For example:</p> <ul style="list-style-type: none"> <li>Tony Blair, with reference to the Northern Ireland Peace Process, the Iraq War, and government economic policy (including the 'The third way' and Bank of England independence) OR</li> <li>David Cameron, with reference to same-sex marriage, the 2016 EU referendum, and government economic policy (including austerity and the increase in the income tax allowance) OR</li> <li>Theresa May or any post-Cameron Prime Minister with reference to their contrasting influence over two events, and government economic policy.</li> </ul> <p>With a focus on their ability to dictate</p>	<p>Write an assessment of the relative effectiveness of the two Prime Ministers (Act)</p> <p>Essay question: to what extent are British Prime Ministers able to control the political agenda? (AT)</p> <p>Mix and match of key terms (Act)</p> <p>Research two Life Peers – one party political and one cross-bencher – and compare the reasons for their appointments. (E)</p>

		<p>events and determine policy.</p> <p>Definitions of key terminology.</p> <p>Consideration of the contrast between elected MPs and Lords appointed or indirectly elected in a variety of ways. Comparison between Life Peers (both political and independently appointed), Hereditary Peers (indirectly elected), and Spiritual Peers (Archbishops and Senior Bishops of the Church of England).</p>	
<b>Week 22</b>	<b>Specification</b>	<b>Teaching Detail</b>	<b>Activities (Act) Assessment/Test (AT)) and Extension paths (E)</b>
	<p>2.1 The structure and role of the House of Commons and House of Lords.</p> <ul style="list-style-type: none"> <li>The main functions of the House of Commons and House of Lords and the extent to which these functions are fulfilled.</li> </ul> <p>2.3 The legislative process.</p> <ul style="list-style-type: none"> <li>The different stages a bill must go through to become law.</li> <li>The interaction between the Commons and</li> </ul>	<p>Consideration of the function of legislation, scrutiny of the executive, providing ministers, and debate, and the specific House of Commons function of representation of the electorate; and the extent to which these functions are successfully fulfilled.</p> <p>Critical discussion of the limitations on each of these functions</p> <p>How representative is parliament, with respect to both political and demographic</p>	<p>Chart the progress of a current bill in Parliament over a series of lessons (could combine with watching clips of debates) (Act)</p> <p>Mock bill activity (with students playing different roles as govt/backbenchers/Lords etc.) (Act)</p> <p>Draft your own Private Members Bill proposal and critically evaluate its chances of success (E)</p> <p>Research the background to the 1911 Parliament Act (Act)</p> <p>Short response question on the main stages of a</p>

	<p>the Lords during the legislative process, including the Salisbury Convention.</p>	<p>representation/ Overview of the first reading, second reading, committee stage, report stage, third reading and royal assent.</p> <p>The potential for political 'ping pong' between the Houses, and how this is limited by both convention and the Parliament Acts.</p>	<p>legislative bill (AT)</p>
<b>Week 23</b>	<b>Specification</b>	<b>Teaching Detail</b>	<b>Activities (Act) Assessment/Test (AT)) and Extension paths (E)</b>
	<p>2.2 The comparative powers of the House of Commons and House of Lords.</p> <ul style="list-style-type: none"> <li>• The exclusive powers of the House of Commons.</li> <li>• The main powers of the House of Lords.</li> <li>• Debates about the relative power of the two houses.</li> </ul>	<p>Evaluation of the exclusive powers of the Commons, particularly in terms of finance and the right to insist on legislation.</p> <p>Consideration of the Lords' ability to scrutinise legislation based on a lack of majority, additional expertise, and additional time.</p> <p>Examples of recent influence of the House of Lords – for example of benefits cuts.</p>	<p>Research a recent example of a disagreement between the Commons and Lords (Act)</p> <p>Write a proposal for either increasing or decreasing the powers of the House of Lords. (E)</p> <p>Essay question 'To what extent is the House of Commons more powerful than the House of Lords?' (AT)</p>
<b>Week 24</b>	<b>Specification</b>	<b>Teaching Detail</b>	<b>Activities (Act) Assessment/Test (AT)) and Extension paths (E)</b>
	<p>2.4 The ways in which Parliament interacts with the Executive.</p> <ul style="list-style-type: none"> <li>• The work of select</li> </ul>	<p>Examination of the work of an example select committee, such as the Public Accounts Committee,</p>	<p>Watch PMQs and rate the effectiveness of Prime Minister and Leader of the Opposition with reasons (Act)</p>

	<p>committees.</p> <ul style="list-style-type: none"> <li>• The purpose and nature of ministerial question time, including Prime Minister's Questions.</li> <li>• The role and significance of backbenchers in both Houses, including the importance of parliamentary privilege.</li> <li>• The role and significance of the opposition.</li> </ul>	<p>with a focus on their powers (such as calling witnesses and issuing reports) and limitations (such as resources and lack of legislative powers)</p> <p>Detailed consideration of the role backbenchers play in each of the functions of Parliament outlined above.</p> <p>The difference between government backbenchers ('lobby fodder') and opposition backbenchers who have more freedom to scrutinise.</p> <p>Powers and limitations of the opposition, with reference to specific examples.</p> <p>Understanding factors that can limit or increase opposition power, such as a government's majority or popularity.</p>	<p>Read and summarise a select committee report (E)</p> <p>Role play a conversation between a whip and a rebellious backbencher (Act)</p> <p>Essay question 'How significant is the role of the opposition in the British political system' (AT)</p>
<b>Week 25</b>	<b>Specification</b>	<b>Teaching Detail</b>	<b>Activities (Act) Assessment/Test (AT)) and Extension paths (E)</b>
	<p>2.4 The ways in which Parliament interacts with the Executive.</p> <p>4.2 The relationship between the Executive and</p>	<p>The shifting of some powers from government to MPs, such as choosing the chairs of select committees and the introduction of the Backbench Business</p>	<p>Research and produce a list of major government defeats (E)</p> <p>Class debate on 'who has the most power – Parliament or Government?' (Act)</p>

	<p>Parliament.</p> <ul style="list-style-type: none"> <li>• The influence and effectiveness of Parliament in holding the Executive to account.</li> <li>• The influence and effectiveness of the Executive in attempting to exercise dominance over Parliament.</li> <li>• The extent to which the balance of power between Parliament and the Executive has changed.</li> </ul>	<p>Committee</p> <p>The increasing willingness of Government to consult Parliament on military action, for example in Syria</p> <p>The increased willingness of the House of Lords, which lacks a government majority, to delay government business, for example over proposed cuts to tax credits</p> <p>Factors that continue to limit Parliamentary scrutiny such as a small number of government defeats in recent years, lack of time and resources, and the importance of the 'payroll vote' and the whips.</p>	<p>Essay question 'How effective is Parliament in holding the Executive to account?' (AT)</p>
<b>Week 26</b>	<b>Specification</b>	<b>Teaching Detail</b>	<b>Activities (Act) Assessment/Test (AT)) and Extension paths (E)</b>
	<p>4.1 The Supreme Court and its interactions with and influence over the legislative and policy making processes.</p> <ul style="list-style-type: none"> <li>• The role and composition of the Supreme Court.</li> <li>• The key operating principles of the</li> </ul>	<p>Definitions of key terminology.</p> <p>The move from the House of Lords to the Supreme Court, and the reasons behind this.</p> <p>Consideration of the role of the Supreme Court as the final court of appeal for judicial review of government acts, for</p>	<p>Mix and match of key terms (Act)</p> <p>Case study of a Supreme Court ruling (Act)</p> <p>Class mock court activity on Article 50 ruling (Act)</p> <p>Research and report on the differences between the UK and US Supreme Courts (E)</p> <p>Essay question 'To what</p>



	<p>Supreme Court, including judicial neutrality and judicial independence and their extent.</p> <ul style="list-style-type: none"> <li>The degree to which the Supreme Court influences both the Executive and Parliament, including the doctrine of ultra vires and judicial review.</li> </ul>	<p>other significant appeals in criminal or civil cases and for jurisdiction disputes.</p> <p>Consideration of the importance of neutrality and independence, and how they are guaranteed (such as independent appointments, contempt of court rules, independently set salaries, limitations on political activity).</p> <p>Discussion of the limits on neutrality and independence, (such as Government role in appointment, lack of demographic representation, and judicial activism)</p> <p>Debates on the level of influence exercised by the Supreme Court, with particular reference to recent cases (for example the Brexit ruling)</p>	<p>extent is the Supreme Court independent and neutral' (AT)</p>
<b>Week 27</b>	<b>Specification</b>	<b>Teaching Detail</b>	<b>Activities (Act) Assessment/Test (AT)) and Extension paths (E)</b>
	<p>4.3 The aims, role and impact of the European Union (EU) on UK government.</p> <ul style="list-style-type: none"> <li>The aims of the EU, including the 'four freedoms' of the single market, social</li> </ul>	<p>Background of the four freedoms of people, capital, goods and service</p> <p>Recent developments in social policy including the Social Chapter and Charter of</p>	<p>Write a case study on the impact of the Social Chapter or the Common Fisheries Policy (Ass)</p> <p>Class debate on Brexit (Ass)</p> <p>Research and report on an EU treaty (E)</p>

	<p>policy, and political and economic union and the extent to which these have been achieved.</p> <ul style="list-style-type: none"> <li>• The role of the EU in policy making.</li> <li>• The impact of the EU, including the main effects of the main effects of at least two EU policies' and their impact on the UK political system and UK policy-making.</li> </ul>	<p>Fundamental Rights. The moves towards Political and Economic Union including the reduction of the veto and the introduction of the Euro.</p> <p>Consideration of the different ways in which the EU influences policy making including treaties, directives and regulations, and enforcement via the European Court of Justice</p> <p>Detailed examples of impact of two policies, for example</p> <ul style="list-style-type: none"> <li>• The Social Chapter – increasing workers' rights, limiting working hours, and leading to the minimum wages; but arguably also increasing costs to business.</li> <li>• The Common Fisheries Policy – preserving fish stocks, but creating considerable controversy in the UK over the Factortame case, and the discards policy.</li> </ul>	<p>Short response or source question on the loss of sovereignty (AT)</p>
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<b>Week 28</b>	<b>Specification</b>	<b>Teaching Detail</b>	<b>Activities (Act) Assessment/Test (AT)) and Extension paths (E)</b>
	<p>4.4 The location of sovereignty in the UK political system.</p> <ul style="list-style-type: none"> <li>• The distinction between legal sovereignty and political sovereignty.</li> <li>• The extent to which sovereignty has moved between different branches of government.</li> <li>• Where sovereignty can now be said to lie in the UK.</li> </ul>	<p>Exemplification of legal and political sovereignty as detailed in the glossary.</p> <p>Consideration of major changes that have affected the location of sovereignty including constitutional reform, the use of referendums, EU membership, and shifting power between executive and parliament.</p> <p>Discussion of the ways in which legal sovereignty remains with Parliament including examples.</p> <p>Discussions of the limits to Parliament's political sovereignty.</p>	<p>A class debate on whether greater sovereignty is now possessed by Parliament, Prime Minister and Executive, Judiciary or the EU (Act)</p> <p>Essay question 'To what extent has the location of sovereignty in the UK political system changed in recent years?' (AT)</p>
<b>Week 29</b>	<b>Specification</b>	<b>Teaching Detail</b>	<b>Activities (Act) Assessment/Test (AT)) and Extension paths (E)</b>
	<p>Core ideas and principles of liberalism</p>	<p>Including:</p> <ul style="list-style-type: none"> <li>• how these</li> </ul>	<p>Introduction progressively to the core</p>

	<p>and how they relate to human nature, the state, society or the economy:</p> <ul style="list-style-type: none"> <li>individualism – the primacy of the individual in society over any group – to cover egoistical individualism and developmental individualism</li> <li>freedom/liberty – the ability and right to make decisions in your own interests based on their view of human nature – to cover how liberals guarantee individual freedom, the link between freedom and individualism, that freedom is ‘under the law’</li> <li>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</li> </ul>	<p>principles relate to each other and other core principles</p> <ul style="list-style-type: none"> <li>the differing views and tensions within liberalism over these principles</li> </ul> <p>how key thinkers relate to these ideas</p>	<p>ideas accompanied explanation of relevant key terms. (Act)</p> <p>Investigate the Enlightenment and its impact on Liberalism. (E)</p> <p>Investigate the overlap between the core ideas. (Act)</p> <p>Introduce relevant key thinkers and their connection with the core principles (Act)</p> <p>Introduce classical and modern liberalism and their differing opinions on the core ideas. (Act)</p> <p>Explore the key thinkers in more depth. (E)</p> <p>Prepare 150 words on each core idea studied this week (AT)</p>
<b>Week 30</b>	<b>Specification</b>	<b>Teaching Detail</b>	<b>Activities (Act) Assessment/Test (AT)) and Extension paths (E)</b>
	<ul style="list-style-type: none"> <li>rationalism – the belief that humans are rational creatures, capable of reason and logic- to cover how rationalism underpins individual’s ability to define their own best interests and make</li> </ul>	<p>Including:</p> <ul style="list-style-type: none"> <li>how these principles relate to each other and other core principles</li> <li>the differing views and tensions</li> </ul>	<p>Introduction progressively to the core ideas accompanied explanation of relevant key terms. (Act)</p> <p>Investigate free-market capitalism and Keynesianism and how they relate to the</p>

	<p>their own moral choices, creating a progressive society</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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 with it.</li> </ul>	<p>within liberalism over these principles</p> <p>how key thinkers relate to these ideas</p>	<p>different liberal traditions. (E)</p> <p>Investigate the overlap between the core ideas. (Act)</p> <p>Introduce relevant key thinkers and their connection with the core principles (Act)</p> <p>Investigate classical and modern liberalism and their differing opinions on the core ideas. (Act)</p> <p>Explore the key thinkers in more depth. (E)</p> <p>Prepare 150 words on each core idea studied this week (AT)</p>
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