



### Course Outline: A Level Politics Year 12

**Rationale** – In Year 12 Politics, UK Politics (C1) and UK Government (C2) will be taught by separate teachers. In C1 Section A, we begin with a key foundation of the political system, namely Democracy and Participation: the different types of democracy, the ways citizens participate and the context of UK rights. We then turn to Political Parties, exploring their functions and funding before considering the ideas and policies of the three main UK parties as well as the fortunes of some emerging parties. Building on our knowledge of parties, we then look at workings, impact and arguments surrounding the different electoral systems used in the UK. Lastly, we look at Voting Behaviour and the Media and consider reasons why people vote in certain ways before looking at the influence of the press, TV and social media on voters. All the topics are inter-linked, but we teach them in the most logical order where one topic builds on another. In C2 Section A, we begin with the nature of the constitution and how it has developed since 1997 because this is essential in understanding how UK government works. You will then look at the legislature (i.e. Parliament), exploring the powers of the Commons and Lords and how laws are made. This leads onto the Executive and the role of the PM and Cabinet. The last element of UK government is to look at the role played by the judiciary. C2 Section A is tied together, finally, by looking at relations between the three branches of government plus the impact of the EU. When we have completed Section A, your C1 teacher will teach Core Political Ideas in Section B. We begin with Liberalism because it is the oldest ideology. We can then trace its influence on the other core ideas of Conservatism and Socialism. Meanwhile, your C2 teacher will begin work on C3 starting with the US Constitution, fundamental to an understanding of the US political system.

	COMP*	CONTENT	KEY/FUNDAMENTAL CONCEPTS	ASSESSMENT	
Autumn Term	1	<b>Democracy &amp; Participation</b> <ul style="list-style-type: none"> <li>Representative &amp; direct democracy</li> <li>Wider franchise</li> <li>Pressure groups</li> <li>Rights in context</li> </ul>	<ul style="list-style-type: none"> <li>Legitimacy</li> <li>Democratic deficit</li> <li>Participation Crisis</li> <li>Franchise / suffrage</li> <li>Think Tanks</li> </ul>	30-mark essay planned for homework and written in class	
	2	<b>UK Constitution</b> <ul style="list-style-type: none"> <li>Nature of the constitution</li> <li>Development since 1997</li> <li>Further reform?</li> </ul>	<ul style="list-style-type: none"> <li>Codified / uncodified</li> <li>Parliamentary sovereignty</li> <li>Rule of Law</li> <li>Conventions</li> <li>Devolution</li> </ul>	30-mark essay planned for homework and written timed in class (45 mins)	
	<b>Half-term</b>				
	1	<b>Political Parties</b> <ul style="list-style-type: none"> <li>Functions &amp; funding</li> <li>Major parties</li> <li>Minor parties</li> <li>Party systems &amp; success factors</li> </ul>	<ul style="list-style-type: none"> <li>Old / New Labour</li> <li>One Nation</li> <li>New Right / Thatcherism</li> <li>Classical / Modern Liberals</li> <li>Left / Right wing</li> </ul>	30-mark essay planned for homework and written timed in class (45 mins)	
	2	<b>Parliament</b> <ul style="list-style-type: none"> <li>Origins &amp; development</li> <li>Commons and Lords</li> <li>Comparative powers</li> <li>Legislative process</li> </ul>	<ul style="list-style-type: none"> <li>Confidence and supply</li> <li>Salisbury Convention</li> <li>Parliamentary privilege</li> <li>Select committees</li> <li>Backbenchers</li> </ul>	30-mark essay planned for homework and written timed in class (45 mins)	
	<b>Christmas Holiday</b>				
Spring Term	1	<b>Electoral Systems</b> <ul style="list-style-type: none"> <li>Evaluation of UK electoral systems</li> <li>Referendums</li> <li>Analysis of electoral systems</li> </ul>	<ul style="list-style-type: none"> <li>First Past the Post</li> <li>Additional Member System</li> <li>Single Transferable Vote</li> <li>Supplementary Vote</li> <li>Safe / Marginal seat</li> </ul>	30-mark source planned for homework and written timed in class (45 mins)	
	2	<b>PM and Executive</b> <ul style="list-style-type: none"> <li>Structure, role &amp; powers</li> <li>Ministerial responsibility</li> <li>PM and Cabinet</li> </ul>	<ul style="list-style-type: none"> <li>Cabinet</li> <li>Royal Prerogative</li> <li>Secondary legislation</li> <li>Collective responsibility</li> <li>Presidential government</li> </ul>	30-mark source planned for homework and written timed in class (45 mins)	
	<b>Half-term</b>				

	COMP	CONTENT	KEY/FUNDAMENTAL CONCEPTS	ASSESSMENT	
Spring Term	1	<b>Voting Behaviour and the media</b> <ul style="list-style-type: none"> <li>• Elections case studies</li> <li>• Factors explaining the electoral outcomes</li> <li>• Analysis of voting behaviour</li> <li>• Media influence</li> </ul>	<ul style="list-style-type: none"> <li>• Class dealignment</li> <li>• Partisan dealignment</li> <li>• Governing competency</li> <li>• Disillusion / apathy</li> <li>• Manifesto / mandate</li> </ul>	30-mark source planned for homework and written timed in class (45 mins)	
	2	<b>Judiciary</b> <ul style="list-style-type: none"> <li>• Impact of Supreme Court on legislative and policy-making process</li> <li>• Executive &amp; Parliament</li> <li>• Sovereignty</li> </ul>	<ul style="list-style-type: none"> <li>• Judicial neutrality</li> <li>• Judicial review</li> <li>• Elective dictatorship</li> <li>• Ultra vires</li> </ul>	30-mark source planned for homework and written timed in class (45 mins)	
<b>Easter Holiday</b>					
Summer Term	1	<i>Complete unfinished work</i> <b>Liberalism</b> <ul style="list-style-type: none"> <li>• Core principles &amp; ideas</li> <li>• Tensions (classical v modern liberals)</li> <li>• Key thinkers</li> </ul>	<ul style="list-style-type: none"> <li>• Foundational equality</li> <li>• Social contract</li> <li>• Positive / negative freedom</li> <li>• Individualism</li> <li>• Minimal / enabling state</li> </ul>	<b>End of year exam</b> Q1 source (C1) Q2 essay (C2) 90 mins	
	2	<b>Impact of EU</b> <ul style="list-style-type: none"> <li>• Aims</li> <li>• Institutions</li> <li>• Impact</li> </ul>	<ul style="list-style-type: none"> <li>• Four Freedoms</li> <li>• Legal sovereignty</li> <li>• Political sovereignty</li> <li>• Supranationalism</li> </ul>		
	<b>Half-term</b>				
	1	<i>Finish Liberalism</i> <b>Conservatism</b> <ul style="list-style-type: none"> <li>• Core principles &amp; ideas</li> <li>• Tensions (Traditional, One-Nation, New Right)</li> <li>• Key thinkers</li> </ul>	<ul style="list-style-type: none"> <li>• Change to conserve</li> <li>• Noblesse oblige</li> <li>• Empiricism</li> <li>• Human imperfection</li> <li>• Hierarchy</li> </ul>	24-mark essay planned for homework and written timed in class (30 mins)	
3	<b>US Constitution</b> <ul style="list-style-type: none"> <li>• US history / culture</li> <li>• Current issues</li> <li>• Compare / contrast with UK</li> <li>• US Constitution</li> </ul>	<ul style="list-style-type: none"> <li>• Checks and balances</li> <li>• Entrenchment</li> <li>• Federalism</li> <li>• Limited government</li> <li>• Separation of powers</li> </ul>	Summer workbook preparing for Y13 work on C3		



### Course Outline: A Level Politics Year 13

**Rationale** – In Year 13 Politics, one teacher will finish the work on Core Political Ideas before starting work on Component 3. Both teachers will teach topics from this component alongside each other. Students benefit from the more intensive focus on the political system of the USA. Your Component 1 teacher will focus on Democracy and Participation, which includes presidential elections, political parties and pressure groups. The Component 2 teacher will complete work on the Constitution, Congress, Presidency and Supreme Court. There is a comparative element to this component, so similarities and differences between the UK and US systems will be drawn out during your studies. This has the incidental advantage of reviewing work completed in Year 12. On completing Democracy and Participation, your Component 1 teacher will return to finish Component 2 Section B – Feminism. Studying this topic towards the end of the course has the benefit of reviewing techniques needed for all ideology questions. Greater academic maturity also helps understand the concepts and ideas. The final weeks of the course will be spent on revision.

	COMP	CONTENT	KEY/FUNDAMENTAL CONCEPTS	ASSESSMENT	
Autumn Term	1	<b>Socialism</b> <ul style="list-style-type: none"> <li>Core principles &amp; ideas</li> <li>Tensions</li> <li>Key thinkers</li> </ul>	<ul style="list-style-type: none"> <li>Fraternity</li> <li>Communism</li> <li>Social democracy</li> <li>Class consciousness</li> </ul>	<ul style="list-style-type: none"> <li>24-mark essay: unseen and written in class (30 mins)</li> </ul>	
	3	<b>T1 – Democracy &amp; Participation</b> <ul style="list-style-type: none"> <li>Presidential elections</li> </ul> <b>T2 – US Constitution</b> <ul style="list-style-type: none"> <li>Analysis of key concepts / features</li> </ul>	<ul style="list-style-type: none"> <li>Invisible primary</li> <li>Political Action Committees</li> <li>Bipartisanship</li> <li>Codification</li> <li>Enumerated powers</li> </ul>	<ul style="list-style-type: none"> <li>30-mark essay on Constitution planned for homework; written timed (45 mins)</li> <li>12-mark comparative question: planned in class, timed (15 mins)</li> </ul>	
	<b>Half-term</b>				
	3	<b>T1 – Democracy &amp; Participation</b> <ul style="list-style-type: none"> <li>Finish presidential elections</li> <li>Congressional elections</li> </ul> <b>T2 – US Congress</b> <ul style="list-style-type: none"> <li>Legislature</li> <li>Checks &amp; balances</li> </ul>	<ul style="list-style-type: none"> <li>Campaign finance</li> <li>Soft / hard money</li> <li>Incumbency</li> <li>Filibuster</li> <li>Divided government</li> <li>Oversight</li> </ul>	<ul style="list-style-type: none"> <li>30-mark essay timed &amp; unseen on Democracy (45 mins)</li> <li>30-mark essay timed &amp; unseen on Congress (45 mins)</li> <li>12-mark Comparative question timed &amp; unseen (15 mins)</li> <li><b>Y13 Mock Exam</b></li> </ul>	
	<b>Christmas Holiday</b>				
Spring Term	1	<b>T1 – Democracy &amp; Participation</b> <ul style="list-style-type: none"> <li>Political parties</li> <li>Pressure groups</li> </ul> <b>T2 – US Presidency</b> <ul style="list-style-type: none"> <li>Executive branch</li> <li>Limits of presidential power</li> </ul>	<ul style="list-style-type: none"> <li>Factions</li> <li>Religious right</li> <li>Single-interest group</li> <li>Executive orders</li> <li>Imperial presidency</li> <li>Powers of persuasion</li> </ul>	<ul style="list-style-type: none"> <li>30-mark essay timed &amp; unseen on Democracy (45 mins)</li> <li>30-mark essay timed &amp; unseen on Presidency (45 mins)</li> <li>12-mark Comparative question timed &amp; unseen (15 mins)</li> </ul>	
	<b>Half-term</b>				
Spring Term	2	<b>Feminism</b> <ul style="list-style-type: none"> <li>Core principles &amp; ideas</li> <li>Tensions</li> <li>Key thinkers</li> </ul>	<ul style="list-style-type: none"> <li>Reserve army of labour</li> <li>Cultural feminism</li> <li>Otherness</li> <li>Equality / difference feminism</li> <li>Intersectionality</li> </ul>	24-mark essay: unseen and written timed in class (30 mins)	
	3	<b>T2 – US Supreme Court</b> <ul style="list-style-type: none"> <li>Checks and balances</li> <li>Judicial overreach</li> </ul>	<ul style="list-style-type: none"> <li>Judicial neutrality</li> <li>Judicial review</li> <li>Elective dictatorship</li> <li>Ultra vires</li> </ul>	<ul style="list-style-type: none"> <li>30-mark essay timed &amp; unseen on Supreme Court (45 mins)</li> <li>12-mark Comparative question timed &amp; unseen (15 mins)</li> </ul>	
	<b>Easter Holiday</b>				
Summer Term	All	Complete any outstanding work and begin programme of revision	<ul style="list-style-type: none"> <li>Revise key concepts including fact tests</li> </ul>	<b>Timed mock exams for C1, C2 and C3</b>	
	<b>Study Leave</b>				

