



The John Roan School Sixth Form

The best in everyone™

Part of United Learning

A-Level Politics

Exam board: AQA

Course code: 7152

Student Handbook

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Inspired

Confident

Ambitious

At The John Roan Sixth Form,
students will be ***inspired*** by our
commitment to their destinations.

They will feel ***confident*** in their
abilities and prospects because of our
teaching and curriculum and they will
be ***ambitious*** because of the
opportunities we provide.

Welcome to Politics

Curriculum Aims (KS5)

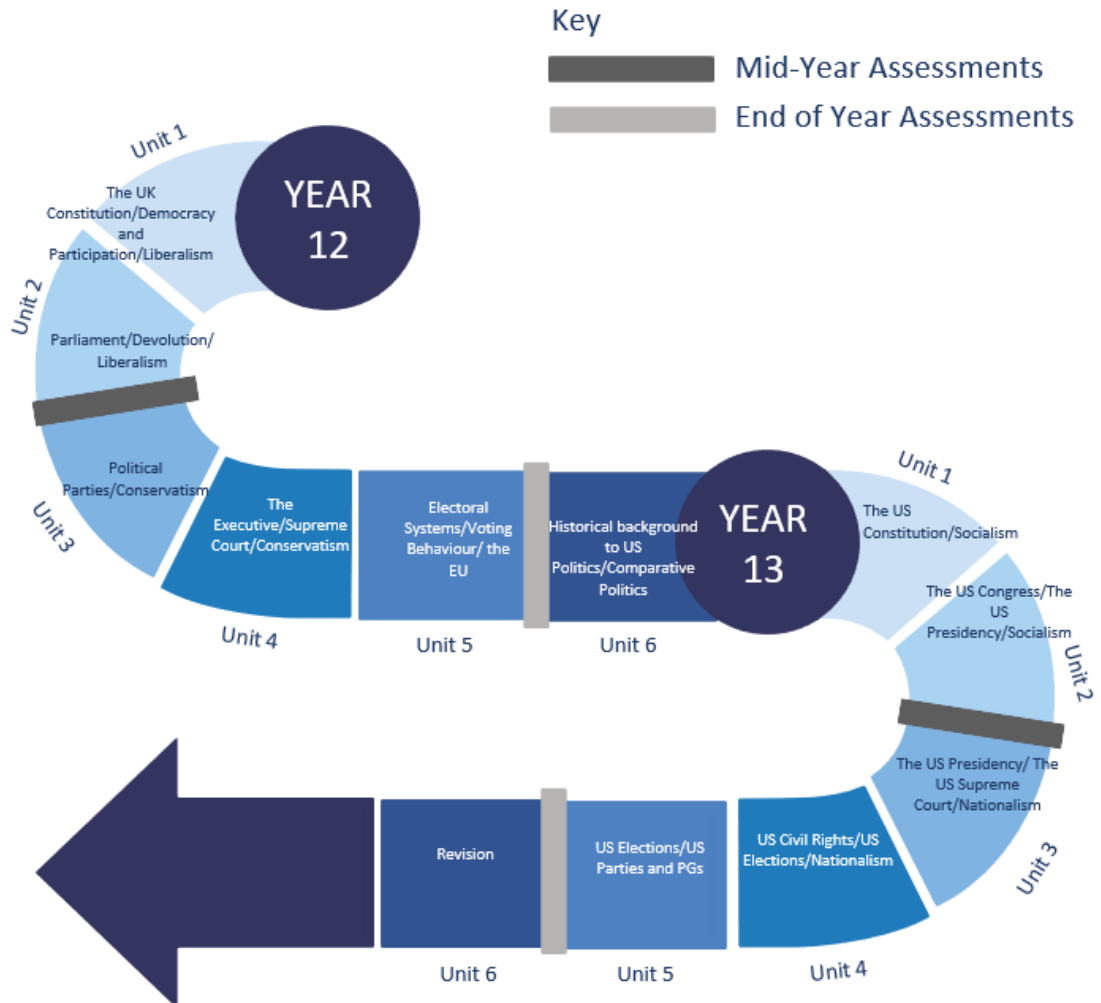
The purpose of the Politics curriculum is to ensure that students appreciate the importance of politics and develop an understanding that, whether we like it or not politics impacts upon us all. Politics students will develop an understanding of the UK's political system and the workings of its institutions, while a comparative unit (with the USA) further develops understanding of alternative political systems. The study of Liberalism, Conservatism, Socialism and Nationalism introduces students to political history and philosophy and deepens and enriches their understanding of politics today. Students will be encouraged to ask and answer difficult questions, to develop their critical thinking skills and enhance their ability to interpret, evaluate and reach substantiated judgments upon the nature of politics. Links to both university courses (politics, PPE, ethics, international relations, journalism etc.) and the world of work (politics, international organisations, the media, government and the civil service) are also of considerable importance to our curriculum.

Here we explore the John Roan curriculum principles in the context of the Politics curriculum:

- **Entitlement:** all pupils need a good understanding of the beliefs and values that underpin society. For soon-to-be voters our curriculum will not only ensure that all students are fully equipped for A-level examination but, through key concepts such as democracy, political participation, rights etc, will mould informed and engaged citizens.
- **Coherence:** Our curriculum is carefully sequenced to maximise knowledge, skills and understanding. The course has 3 units and there is a clear rationale for the order in which these are studied. Each unit is approached thematically, and comparisons (UK and USA) are drawn throughout.
- **Mastery:** regular testing (low and high tariff questions) is embedded within the curriculum. This enables teachers to ensure that foundational knowledge, skills and concepts are secure. To support mastery pupils revisit prior learning on a lesson-by-lesson basis, while feedback is at the heart of the teaching process.
- **Adaptability:** the core curriculum is in line with the demands of the AQA specification and the focus is exam success for all. In addition, we are able to bring aspects of the curriculum to life in liaison with such as the Parliamentary Education Service and the London Mayoralty. Teachers adapt lesson to meet the needs of their classes.
- **Representation:** All pupils will be able to see themselves within the Politics curriculum, as each of the units of work is embedded within wider national and international contexts. Our curriculum aspires to take all students beyond their immediate experience and to build cultural capital and develop citizenship.
- **Education with character:** Through the curriculum pupils are given regular opportunities to discuss and reflect upon a wide variety of political issues. Via such as mock elections (within the school community) and Debate Mate (the wider community) students are also provided with opportunities to further extend their political education.



Key Stage 5 (Year 12)



Roadmap of the Politics Curricula

The roadmap diagram on the following page sets out the route that pupils take through our curriculum. The approach is thematic and is underpinned by a sound rationale. In Year 12 students undertake Unit 1 which develops an understanding of UK politics – its key institutions and practices. In the summer term, students then turn to Unit 2 and the study of the Government of the USA. This continues in the first half of Year 13 – including a comparative aspect (UK and USA). Finally, Unit 3 (building on the knowledge on the first two units) introduces students to political philosophy and further develops political history via the study of 4 key ideologies: Liberalism, Conservatism, Socialism and Nationalism.

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How we organise our work in A-Level Politics

- We use our ring binder to contain all of our notes
- We use dividers to separate our work
- We use Cornell notes to organise our thoughts
- We keep our assessments separately at the back of the folder
- We take pride in our folder, keeping it safe and up to date at all times
- We keep our ring binder in the classroom and use a folder to take relevant pieces of homework home.



Exam Specification

2.2 Assessments

Paper 1
What's assessed Government and politics of the UK
How it's assessed • Written exam: 2 hours • 77 marks • 33⅓ % of A-level
Questions A mixture of medium length 'explain' and essay style questions.



Paper 2
What's assessed • The government and politics of the USA • Comparative politics
How it's assessed • Written exam: 2 hours • 77 marks • 33⅓ % of A-level
Questions A mixture of medium length 'explain' and essay style questions.



Paper 3
What's assessed Political ideas
How it's assessed • Written exam: 2 hours • 77 marks • 33⅓ % of A-level
Questions A mixture of medium length 'explain' and essay style questions.



Exam Specification

3.1 Government and politics of the UK

3.1.1 The government of the UK

Government and Politics of the UK is divided into ten sections. Each has a particular focus but their interrelationships must be understood to appreciate the complexities of the system. Students will study each of the prescribed sections below.

3.1.1.1 The nature and sources of the British Constitution

Key concepts and terminology:

- codified
- uncodified
- statute
- common law
- conventions
- authoritative opinions
- The royal prerogative
- rule of law
- parliamentary sovereignty
- individual and collective rights.

Focus

Students should develop awareness of the significance of the following historical documents to the development of rights in the UK:

- Magna Carta (1215)
- Bill of Rights (1689)
- Act of Settlement (1701)
- Parliaments Acts (1911 and 1949)
- European Communities Act (1972).

Students should analyse and evaluate:

- the nature and sources of the British constitution
- contemporary legislation and current issues regarding rights
- issues and debates around recent constitutional changes
- debates about the extent of rights in the UK
- two examples of constitutional changes since 1997, such as the establishment of devolved legislative bodies in constituent countries of the UK, the introduction of a Freedom of Information Act, adoption of the Human Rights Act, changing composition of the House of Lords
- areas where individual and collective rights are in agreement and where they are in conflict.



Exam Specification

3.1.1.2 The structure and role of Parliament

Key concepts and terminology:

- scrutiny of executive
- Commons
- Lords
- MPs and peers
- delegates and trustees
- Burkean theories of representation
- delegate theories
- mandate theories
- trustees
- parliamentary privilege
- opposition
- legislation
- debate
- redress of grievances
- campaign
- referendum.

Focus

Students should analyse and evaluate:

- scrutiny of the executive and how effective scrutiny of the executive is in practice
- parliamentary debate and the legislative process
 - Commons
 - Lords
- theories of representation - Burkean, delegate, mandate theories
- the roles and influence of MPs and peers
- the significance of Commons and Lords:
 - work of committees
 - role of the opposition
- the extent of Parliament's influence on government decisions:
 - Party discipline enables the government to routinely outvote opposition
 - government control of civil servants' appearances before Select Committees
 - membership of those committees is largely controlled by the Whips' offices.
- interactions of parliament and other branches of government.

3.1.1.3 The Prime Minister and cabinet

Key concepts and terminology:

- core executive
- prime minister
- primus inter pares
- cabinet
- inner cabinet
- cabinet committee
- individual and collective responsibility
- accountability.



Exam Specification

Focus

Students should analyse and evaluate:

- how policy is made
- the relationship between Prime Minister and cabinet
- the difference between individual and collective responsibility. Examples might include:
 - resignation of Sir Thomas Dugdale – Crichel Down (1954)
 - resignation of Iain Duncan Smith over Welfare Reforms (2016)
- two examples that demonstrate the power of the Prime Minister and cabinet to dictate events and determine policy making. One example must be from 1945–1997. The second example must be from 1997 to the present. Examples might include:
 - introduction of poll tax (1990)
 - invasion of Iraq (2003)
- government/parliament relations – accountability/interest.

3.1.1.4 The judiciary

Key concepts and terminology:

- Supreme Court
- judicial independence and impartiality
- separation of powers
- ultra vires
- judicial review.

Focus

Students should analyse and evaluate:

- the composition of the judiciary and the appointments process
- the role of the Supreme Court and its impact on government, legislature and policy process
- judicial influence on government
- importance of ultra vires, judicial review and the Supreme Court's interactions with and influence over the legislative and policy making processes.

3.1.1.5 Devolution

Key concepts and terminology:

- devolution
- The Scottish Parliament and Government
- The Welsh Assembly and Government
- The Northern Ireland Assembly and Executive.

Focus

Students should analyse and evaluate:

- the roles, powers and responsibilities of the different devolved bodies in the UK
- debate around devolution in England
- existing devolution in England
- impact of devolution on government of the UK.



Exam Specification

3.1.2 The politics of the UK

3.1.2.1 Democracy and participation

Key concepts and terminology:

- direct democracy
- representative democracy
- suffrage
- participation
- partisan dealignment.

Focus

Students should develop awareness of development of the suffrage in the UK – debates and issues:

- how suffrage has changed since the Great Reform Act (1832) to the present
- debates regarding gender, class, ethnicity and age
- the significance of the Chartists, Suffragists and Suffragettes
- suffrage as a human right.

Students will be required to analyse and evaluate:

- the nature of democracy
- different types of democracy – direct democracy, representative government
- patterns of participation and different forms of participation.

3.1.2.2 Elections and referendums

Key concepts and terminology:

- majoritarian and proportional electoral systems
- representative democracy
- suffrage
- participation
- voting behaviour
- manifesto
- campaign
- referendums.

Focus

Students will be required to analyse and evaluate the characteristics of different systems used in parliamentary elections and in elections to one of the devolved bodies in the UK including:

- debates and issues around the performance of those systems
- the advantages and disadvantages of those systems
- three key elections since 1945 should be selected for detailed study. These should include:
 - the 1997 general election
 - one election from before 1997
 - one election since 1997.



Exam Specification

The study of these elections, the wider political context in which they occurred and the techniques used by political parties in their campaigns will provide perspectives on the issues and outcomes of each election, particularly in relation to the following:

- patterns of voting behaviour/changes over time – as revealed by relevant national data sources, and explanations of how and why they varied in different elections
- the influence of the media on the outcomes
- the reasons for and the impact of party policies on the outcomes
- the reasons for and the influence of manifestos on the outcomes
- the impact of campaigns and leadership on the outcomes
- the role of elections and their influence on policy and policy making
- likely effects of the electoral system on the party system.

These elections should be selected because they exemplify particular characteristics of the British electoral system, electoral behaviour or electoral outcomes eg:

- an election resulting in a landslide victory for one party
- an election where results reveal a clear discrepancy between the number of votes and the number of seats gained
- an election which shows how large numbers of voters are effectively disenfranchised by the preponderance of voters for one party in large areas of the country
- an election the outcome of which is greatly influenced by a particular leadership style or personality

Students should analyse and evaluate the nature and use of referendums in the UK and their impact.

3.1.2.3 Political parties

Key concepts and terminology:

- ideology
- party structure
- party systems
- party funding
- party functions
- minor parties
- political agenda.

Focus

Students should analyse and evaluate:

- the origins, ideas and development of the Conservative, Labour, and Liberal Democrat parties and how these have helped shape their current policies
- party structures and functions of Conservative, Labour and Liberal Democrat parties
- issues and debates around party funding
- relations with, and influence of, the media
- factors affecting electoral outcomes
- policies of minor parties and their impact on political debates and political agenda
- development towards a multi-party system in the UK and its impact on government and policy.



Exam Specification

3.1.2.4 Pressure groups

Key concepts and terminology:

- pluralism
- political agenda
- insider and outsider pressure groups
- promotional and interest groups.

Focus

Students should analyse and evaluate:

- pressure groups and democracy – pluralism
- other influences on government and parliament:
 - think tanks
 - lobbyists
 - corporations
 - media
- typologies of pressure groups, including a detailed study of one insider and one outsider group
- methods used by pressure groups
- factors likely to affect the political influence of different groups, such as membership and resources
- links with political parties, government and the media.

3.1.2.5 The European Union

Key concepts and terminology:

- EU institutions

Focus

Students should analyse and evaluate:

- aims of the EU and the extent to which they have been achieved
- the impact of the EU on UK politics and policy making.

3.2 Government and politics of the USA and comparative politics

3.2.1 Government and politics of the USA

Government and politics of the USA is divided into eight sections. Each has a particular focus but their interrelationships must be understood to appreciate the complexities of the system.

Students will study each of the prescribed sections below.

3.2.1.1 The constitutional framework of US government

Key concepts and terminology:

- US Constitution
- Bill of Rights



Exam Specification

- separation of powers
- checks and balances
- federalism.

Focus

Students should analyse and evaluate:

- the nature and significance of the US Constitution
- the significance of constitutional principles
- framework of government laid down in the US Constitution
- federal system of government
- federal state relations
- amendment process
- debates concerning the importance of the US Constitution to the working of contemporary US government
- protection of civil liberties and rights under the US Constitution, Bill of Rights, and Supreme Court rulings.

3.2.1.2 The legislative branch of government: Congress

Key concepts and terminology:

- Congress
- House of Representatives
- Senate
- oversight
- committee System.

Focus

Students should analyse and evaluate:

- the structure, role and powers of the US Congress
- composition of Congress, the different terms of office and party allegiance
- debates concerning the functions, powers and effectiveness of Congress in legislation, oversight and the power of the purse
- party system and committee system and their significance within Congress
- representative role of senators and representatives
- relative strengths of the House of Representatives and the Senate
- relationship of Congress to the executive branch of government and the Supreme Court.

3.2.1.3 The executive branch of government: President

Key concepts and terminology:

- The Executive
- The President
- formal powers
- informal powers
- checks and balances
- imperial presidency
- imperilled presidency

Focus



Exam Specification

- debates about the political significance of the Supreme Court
- two examples of landmark rulings and related debates and controversies
 - these are Court decisions which establish a significant new legal principle or concept, or otherwise substantially change the interpretation of existing law. The following are a guide to some of the wide range of landmark cases that could be taught:
 - The Warren Court 1954–1969
 - Brown vs Topeka Board of Education (1954)
 - Miranda vs Arizona (1966)
 - The Burger Court 1969–1986
 - Roe vs Wade (1973)
 - United States vs Nixon (1974)
 - The Rehnquist Court 1986–2005
 - Texas vs Johnston (1989)
 - Bush vs Gore (2000)
 - The Roberts Court 2005 – present
 - District of Columbia vs Heller (2008)
 - Obergefell vs Hodges (2015)
- significance of the judiciary in shaping one area of public policy in terms of, for example, federalism, civil rights, race, gender, punishment.

3.2.1.5 The electoral process and direct democracy

Key concepts and terminology:

- electoral college system
- primaries
- caucuses
- national nominating conventions
- direct democracy
- voting behaviour
- popular vote
- split ticket voting
- abstention
- incumbency.

Focus

Students should analyse and evaluate:

- the electoral systems used in the USA
- main characteristics of presidential and congressional elections and campaigns
- candidate selection and nomination:
 - primaries
 - caucuses
 - national nominating conventions
- debates concerning the workings, outcomes and impact of the electoral college system on campaigns
- factors determining electoral outcomes:
 - money
 - media
 - issues



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Students should analyse and evaluate:

- sources of presidential power: selecting two relevant examples to demonstrate how these have been used by different presidents
- difference between formal powers (enumerated and inherent powers outlined in Article 2 of the constitution) and informal powers (President as de facto party leader, agenda setter, world leader, modern developments eg stretching of implied powers and the creation of institutions such as Executive Office of the President (EXOP))
- constraints on President's ability to exercise those powers:
 - the effectiveness of formal checks and balances
 - key variables such as party support in Congress
 - the prevailing orientation of the Supreme Court
 - the attitudes of the media and public opinion
- the relationship between the presidency and other institutions eg the cabinet, the Executive Office of the President (EXOP), the federal bureaucracy and federal agencies, and why this relationship varies from one president to another
- one example that shows the waxing and waning of presidential power
 - eg Franklin D. Roosevelt (FDR) and Executive Office of the President (EXOP), John F. Kennedy (JFK) and the Cuban missile crisis, Reagan and Clinton's relationships with Congress, significance of which party controls Congress
- the debate about the 'Imperial versus Imperilled Presidency'.

3.2.1.4 The judicial branch of government

Key concepts and terminology:

- Supreme Court
- judicial activism
- judicial restraint
- judicial review
- strict and loose constructionism.

Focus

Students should analyse and evaluate:

- process of selection and appointment of Supreme Court judges
- current composition
- the nature of judicial power
- the constitutional role of the Supreme Court:
 - Supreme Court as the guardian of the constitution/constitutional interpretation
 - Supreme Court as protector of citizens' rights
- the significance of judicial review



Exam Specification

- leadership
- the significance of incumbency
- debates about campaign finance
- direct democracy at state level:
 - referendums, initiatives, propositions, recall elections and debates concerning their use
- voting behaviour and the main variables affecting the way people vote in the USA
- links between parties and their core voting coalitions
- factors in voting behaviour:
 - issues, candidates
 - the significance of recent (post 1980) and historic (eg 1932 and 1968) re-aligning elections can be used to illustrate arguments relating to factors influencing voting
- split ticket voting and high levels of abstention in US elections.

3.2.1.6 Political parties

Key concepts and terminology:

- ideology
- factionalism
- party decline
- party renewal
- party organisation
- third parties
- independent candidates.

Focus

Students should analyse and evaluate:

- the two main political parties and their:
 - ideologies
 - values
 - policies
 - traditions
 - party organisation
- the ideological changes in both the Democratic and Republican parties making them more distinct and polarized
- factionalised nature of parties and internal divisions
- debates concerning party decline or renewal
- weakness of US parties
- the two party dominance in US politics
- significance of third parties and independent candidates.

3.2.1.7 Pressure groups

Key concepts and terminology:

- political pluralism
- electoral finance
- iron triangles
- promotional groups



Exam Specification

- interest groups
- Political Action Committees and Super PACs.

Focus

Students should analyse and evaluate:

- the extent of political pluralism in the USA
- typologies of pressure groups
- methods and tactics used by pressure groups to influence decision making
- pressure group funding of elections:
 - funding of Washington insiders
 - iron triangles
 - reinforcing incumbency
 - relative power of pressure groups vis-a-vis political parties
- debates concerning the power of pressure groups in the USA
- role and significance of Political Action Committees and Super PAC's regarding electoral finance.

3.2.1.8 Civil rights

Key concepts and terminology:

- Civil Liberties
- Bill of Rights
- landmark rulings
- Supreme Court
- Civil Rights movement.

Focus

Students should analyse and evaluate:

- protection of civil liberties and rights under:
 - the constitution
 - Bill of Rights
 - subsequent amendments
 - landmark rulings of the Supreme Court
- the role of pressure groups in promoting and supporting rights
- the impact of salient political issues concerning civil rights and liberties on US politics eg in relation to one of:
 - abortion
 - race
 - immigration
 - religion
 - freedom of speech
 - gender
 - sexual orientation
 - privacy
 - disability
 - the right to bear arms



Exam Specification

3.2.2 Comparative politics

Students should use the following three theoretical approaches to make a comparative study of the government and politics of the UK and the USA, analysing and explaining similarities and differences between them.

- structural
- rational
- cultural.

3.2.2.1 Constitutional arrangements

Key concepts and terminology:

See [The nature and sources of the British Constitution](#) (page 10), [The structure and role of Parliament](#) (page 11) and [Devolution](#) (page 12) for key concepts and terminology relevant to UK constitutional arrangements.

See [The Constitutional framework of US government](#) (page 15), [The legislative branch of government: Congress](#) (page 16) and [The executive branch of government: President](#) (page 16) for key concepts and terminology relevant to US constitutional arrangements.

Focus

Students should analyse and evaluate:

- key similarities and differences between the UK and US constitutions and their impact on government and politics in their respective countries
- their nature(codified/uncodified), sources and provisions, separation of powers, checks and balances
- similarities and differences between the devolution model in the UK and the federal model in the USA
- the legislatures: their relative strengths and weaknesses and the extent to which their roles are similar and their powers equal
- powers, composition, structure, strengths and weaknesses.

3.2.2.2 The executives

Key concepts and terminology:

See [The Prime Minister and Cabinet](#) (page 11) for key concepts and terminology relevant to UK prime minister and cabinet.

See [The executive branch of government: President](#) (page 16) for key concepts and terminology relevant to the US executive branch of government.

Focus

Students should analyse and evaluate:

- the role and powers of the UK prime minister and of the US president, how they differ from each other and the extent of their accountability to the legislatures
- a comparison of the relationship of the UK prime minister and of the US president to other institutions of government.

3.2.2.3 The judiciaries

Key concepts and terminology:

See [The judiciary](#) (page 12) for key concepts and terminology relevant to the UK judiciary.



Exam Specification

See [The judicial branch of government](#) (page 17) for key concepts and terminology relevant to the US judiciary.

Focus

Students should analyse and evaluate:

- similarities and differences of supreme courts
- impact on government and politics
- the relative extent of the powers of the UK Supreme Court and the US Supreme Court and the bases of those powers within their systems of government
- comparison of the relative independence of the judiciary in the UK and the USA.

3.2.2.4 Electoral and party systems

Key concepts and terminology:

See [Elections and referendums](#) (page 13) and [Political parties](#) (page 19) for key concepts and terminology relevant to UK electoral and party systems

See [The electoral process and direct democracy](#) (page 18) and [Political parties](#) (page 19) for key concepts and terminology relevant to US electoral and party systems

Focus

Students should analyse and evaluate:

- comparisons of elections and electoral systems used in the UK and USA
- comparisons of the two party systems and how they operate in the UK and the USA
- debates in the UK and USA surrounding campaign and party finance
- degrees of internal unity within the parties in the UK and the USA
- explanations of why the USA has a two party system whilst the UK is moving towards a multi-party system
- third party and independent candidates in the UK and the USA
- comparisons of party policies in the UK and the USA.

3.2.2.5 Pressure groups

Key concepts and terminology:

See [Pressure groups](#) (page 15) for key concepts and terminology relevant to the UK pressure groups

See [Pressure groups](#) (page 19) for key concepts and terminology relevant to US pressure groups

Focus

Students should analyse and evaluate:

- comparison of key similarities and differences of the influences on government in the UK and the USA
- the relative power, influence and methods of pressure groups in the UK and the USA.

3.2.2.6 Civil Rights

Key concepts and terminology:

See [The nature and sources of the British Constitution](#) (page 10) for key concepts and terminology relevant to UK civil rights.

See [Civil rights](#) (page 20) for key concepts and terminology relevant to US civil rights.



Exam Specification

Focus

Students should analyse and evaluate:

- protection of civil rights key similarities and differences regarding the protection of civil rights in the UK and the USA
- debates about civil rights issues
- comparisons of methods, influence and effectiveness of civil rights campaigns in the UK and the USA.

3.3 Political ideas

3.3.1 Core ideologies

3.3.1.1 Liberalism

Key concepts and terminology:

- the individual and freedom
- human nature, the state, society and the economy
- classical liberalism
- modern liberalism.

Focus

Students should analyse and evaluate:

- debates about the nature of liberalism
- core liberal ideas and values concerning the individual and freedom
- classical liberalism, modern (new/progressive) liberalism
- in their study of the following thinkers students should focus on the aspects indicated after each thinker's name and relate this to liberal thinking on human nature, the state, society and the economy:
 - John Locke – natural rights, liberty and individualism, fiduciary power of government
 - John Stuart Mill – criticism of hedonism, freedom, integrity and self respect of the individual, self regarding and other regarding actions
 - John Rawls – concept of justice, principles of justice
 - Thomas Hill Green – self development/role of the State, negative and positive freedom
 - Mary Wollstonecraft – equality and rights, 'revolution controversy', criticisms of aristocracy and republicanism
 - Betty Friedan – equal rights, Civil Rights and feminist movements in the USA.

3.3.1.2 Conservatism

Key concepts and terminology:

- government, the free market, the individual
- authority, tradition, private property human nature, the state, society and the economy
- traditional conservatism
- the new right.

Focus



Exam Specification

Students should analyse and evaluate:

- debates about the nature of conservatism
- core conservative ideas and values concerning government, the free market and the individual
- different strands of conservative thinking from traditional Conservatism to the New Right
- in their study of the following thinkers students should focus on the aspects indicated after each thinker's name and relate this to conservative thinking on human nature, the state, society and the economy:
 - Thomas Hobbes – concept of human nature/laws of nature, power of the sovereign/the individual and self protection
 - Edmund Burke – Anti-Jacobinism/Whig principles, Burke's reaction to the American and French Revolutions
 - Michael Oakeshott – importance of tradition/criticisms of rationalism, 'Politics of Faith' vs 'Politics of Scepticism'
 - Ayn Rand – opposition to collectivism and statism, rational and ethical egoism/individual rights
 - Robert Nozick – limited functions of the State, justification of inequalities of wealth resulting from freely exchanged contracts.

3.3.1.3 Socialism

Key concepts and terminology:

- Marxism, class analysis and fundamental goals of socialism
- human nature, the state, society and the economy
- revolutionary socialism
- social democracy.

Focus

Students should analyse and evaluate:

- debates about the nature of socialism
- core socialist views and values concerning Marxism, class analysis and the fundamental goals of socialism
- differing views and tensions within and between revolutionary socialism and social democracy
- in their study of the following thinkers students should focus on the aspects indicated after each thinker's name and relate this to socialist thinking on human nature, the state, society and the economy:
 - Karl Marx and Friedrich Engels – class and class struggle, dialectical materialism
 - Rosa Luxemburg – inevitability of the triumph of revolution/capacity of the masses, spontaneity/party oriented class struggle
 - Beatrice Webb – co-operative movement, co-operative federalism and co-operative individualism
 - Anthony Crosland – criticism of Marxism/Revisionism, rejection of nationalisation as central goal of party, political values of personal liberty, social welfare and equality
 - Anthony Giddens – rejection of traditional conception of socialism, the 'Third Way' in politics, combination of right wing economic and left wing social policies.

3.3.2 Other ideologies

Students will study **one** of the following five ideologies:

Inspired

Confident

Ambitious



Exam Specification

3.3.2.1 Nationalism

Key concepts and terminology:

- nation, sovereignty of the people
- human nature, the state, society and the economy
- minority nationalism, state nationalism.

Focus

Students should analyse and evaluate:

- debates about the nature of nationalism
- types of nationalism including minority nationalism and state nationalism and the extent to which they vary
- recent developments
- types and recent developments of minority nationalism, state nationalism, and the extent these different types of nationalism vary
- in their study of the following thinkers students should focus on the aspects indicated after each thinker's name and relate this to nationalist thinking on human nature, the state, society and the economy:
 - Jean Jacques Rousseau – the 'general will' of the people, sovereignty of the people, opposition to representative assembly
 - Johann Gottfried von Herder – importance of language and cultural traditions to create a nation, concept of nationality and patriotism
 - Giuseppe Mazzini – promotion of ideas of republicanism and nationalism, concept of 'thought and action'
 - Marcus Garvey – Garveyism, philosophy to inspire a global mass movement and economic empowerment focussed on Africa, pan-Africanism movement
 - Charles Maurras – integral nationalism, anti-France (anti-Protestants, Jews, Freemasons and foreigners), rejection of democratic principles.



Mark Schemes

Across all three A-Level Politics exam papers, the questions remain broadly the same.
The structure of each exam is as follows:

Section A

Section A comprises three compulsory 9 mark questions in the following format:
Explain and analyse 3 sources of the UK Constitution.

Generic Mark Scheme for Section A

Target AO1: 6 marks, AO2: 3 marks

Level	Marks	Descriptors
3	7-9	- Detailed knowledge of relevant political concepts, institutions and processes is demonstrated and appropriate political vocabulary is used. (AO1). - Thorough explanations and appropriate selection of accurate supporting examples demonstrate detailed understanding of relevant political concepts, institutions and processes (AO1). - Analysis of three clear points is structured, clearly focused on the question and confidently developed in to a coherent answer (AO2).
2	4-6	- Generally sound knowledge of political concepts, institutions and processes is demonstrated and generally appropriate political vocabulary is used (AO1). - Some development of explanations and generally appropriate selection of supporting examples demonstrate generally accurate understanding of relevant political concepts, institutions and processes, though further detail may be required in places and some inaccuracies may be present (AO1). - Analysis is developed in most places, though some points may be descriptive or in need of further development. Answers, for the most part, are clearly expressed and show some organisation in the presentation of material (AO2). Students who only make two relevant points will be limited to this level.
1	1-3	- Limited knowledge of political concepts, institutions and processes is demonstrated and little or no appropriate political vocabulary is used (AO1). - Limited development of explanations and selection of supporting examples demonstrate limited understanding of relevant political concepts, institutions and processes, with further detail required and inaccuracies present throughout (AO1). - Analysis takes the form of description for the most part. Coherence and structure are limited (AO2). Students who only make one relevant point will be limited to this level.
0	0	Nothing worthy of credit.



Mark Schemes

Across all three A-Level Politics exam papers, the questions remain broadly the same.
The structure of each exam is as follows:

Section B

Section B comprises a compulsory 25 mark extract question in the following format:
Analyse, evaluate and compare arguments in the above extract regarding the
politicisation of the Supreme Court.

Generic Mark Scheme for Section B

Target AO1: 5 marks, AO2: 10 marks, AO3: 10 marks

Level	Marks	Descriptors
5	21-25	- Detailed and accurate knowledge and understanding of relevant political concepts, institutions and processes are used to support analysis of the issue under discussion (AO1). - Analysis of the extract is balanced and confidently developed. - Comparisons are well explained, are focussed on the question and fully supported with relevant and developed examples (AO2). - Evaluation of the above leads to well substantiated conclusions that are consistent with the preceding discussion (AO3). - Relevant perspectives and/or the status of the extract are successfully evaluated in the process of constructing arguments (AO3). - The answer is well organised, coherent and has a sustained analytical focus on the question (AO2).
4	16-20	- Accurate knowledge and understanding of relevant political concepts, institutions and processes are used to support analysis of the issue under discussion, though further detail may be required in places (AO1). - Analysis of the extract is balanced and developed, though some elements of the analysis could be expanded and/or developed further. - Comparisons are relevant to the questions as set, and supported with examples (AO2). - Evaluation leads to conclusions that show some substantiation and consistent with the preceding discussion (AO3). - Relevant perspectives and/or the status of the extract are evaluated in constructing arguments, although in some places there could be further development (AO3). - The answer is well organised, analytical in style and is focused on the question as set.
3	11-15	- Generally sound knowledge and understanding of relevant political concepts, institutions and processes are used to support points made, though inaccuracies will be present (AO1). - Analytical points relating to the extract are made and developed in places, showing some balance, though some points are descriptive rather than analytical. - Comparisons are made and may be supported by examples (AO2). - Evaluation leads to conclusions that are consistent with the preceding discussion, but that lack substantiation (AO3). - Relevant perspectives and/or the status of the extract are commented on in constructing arguments, though evaluation is lacking depth (AO3). - The answer is organised, occasionally analytical and focused on the question as set.
2	6-10	Some knowledge and understanding of relevant political concepts, institutions and processes are used to support points made, though these contain inaccuracies and irrelevant material (AO1).



Mark Schemes

		• Analysis of the extract takes the form of description in most places, with some attempt at balance, though many points are unsupported assertions (AO2). • Comparisons tend to be limited and unsupported by examples (AO2). • Some attempt to draw conclusions is made, but these lack depth and clear development from the preceding discussion (AO3). • Relevant perspectives are identified and some awareness of the status of the extract is shown in the process of constructing arguments, though evaluation will be superficial (AO3). • The answer shows some organisation and makes some attempt to address the question (AO2).
1	1-5	• Limited knowledge and understanding of relevant political concepts, institutions and processes, with inaccuracies and irrelevant material present throughout (AO1). • Analysis of the extract takes the form of description and assertion, with little or no attempt made at balance (AO2). • Comparisons tend to be superficial and undeveloped (AO2). • Conclusions, when offered, are asserted and have an implicit relationship to the preceding discussion (AO3). • Little or no evaluation of relevant perspectives and the status of the extract is present (AO3). • The answer shows little organisation and does not address the question (AO2).
0	0	• Nothing worthy of credit.

Section C

Section C comprises a choice between two 25 mark essay questions in the following formats:

‘There is a participation crisis in Britain’. Analyse and evaluate this statement.

OR

Analyse and evaluate the view that there is a participation crisis in Britain.

Target AO1: 5 marks, AO2: 10 marks, AO3: 10 marks

Level	Marks	Descriptors
5	21-25	• Detailed and accurate knowledge and understanding of relevant political concepts, institutions and processes are used to support analysis of the issue under discussion (AO1). • Analysis is balanced and confidently developed (AO2). • Synoptic links are well explained, are focussed on the question and fully supported with relevant and developed examples (AO2). • Evaluation leads to well substantiated conclusions that are consistent with the preceding discussion (AO3). • Relevant perspectives are successfully evaluated in the process of constructing arguments (AO3). • The answer is well organised, coherent with a sustained analytical focus on the question (AO2).



Mark Schemes

4	16-20	- Accurate knowledge and understanding of relevant political concepts, institutions and processes are used to support analysis of the issue under discussion, though further detail may be required in places (AO1). - Analysis is balanced developed, though some elements of the analysis could be expanded and/or developed further (AO2). - Synoptic links are relevant to the questions as set, and supported with examples (AO2). - Evaluation leads to conclusions that show some substantiation and consistent with the preceding discussion (AO3). - Relevant perspectives are evaluated in the process of constructing arguments, although in some places there could be further development of the evaluation (AO3). - The answer is well organised, analytical in style and is focused on the question as set.
3	11-15	- Generally sound knowledge and understanding of relevant political concepts, institutions and processes are used to support points made, though inaccuracies will be present (AO1). - Analytical points are made and developed in places, showing some balance, though some points are descriptive rather than analytical. - Synoptic links will be made, though explanation will lack depth (AO2). - Evaluation leads to conclusions that are consistent with the preceding discussion, but that lack substantiation (AO3). - Relevant perspectives are commented on in the process of constructing arguments, though evaluation lacks depth (AO3). - The answer is organised, occasionally analytical and focused on the question as set.
2	6-10	- Some knowledge and understanding of relevant political concepts, institutions and processes are used to support points made, though these contain inaccuracies and irrelevant material (AO1). - Analysis takes the form of description in most places, with some attempt at balance, though many points are unsupported assertions (AO2). - Synoptic links tend to be limited and undeveloped (AO2). - Some attempt to draw conclusions is made, but these lack depth and there is no clear development from the preceding discussion (AO3). - Relevant perspectives are identified, though evaluation is superficial (AO3). - The answer shows some organisation and makes some attempt to address the question (AO2).
1	1-5	- Limited knowledge and understanding of relevant political concepts, institutions and processes, with inaccuracies and irrelevant material present throughout (AO1). - Analysis takes the form of description and assertion, with little or no attempt made at balance (AO2). - Few if any synoptic links are offered (AO2). - Conclusions, when offered, are asserted and have an implicit relationship to the preceding discussion (AO3). - Synoptic points tend to be superficial and undeveloped (AO2). - Little or no evaluation of relevant perspectives is present (AO3). - The answer shows little organisation and does not address the question (AO2).
0	0	Nothing worthy of credit.



Assessment

Methods of formal assessment in UK Politics are as follows:

- 1. End of Unit Assessments**
- 2. Mock Examinations**

1. End of Unit Assessments

You will complete an end of unit assessment at the end of each unit of work as laid out in the table below. This/these will consist of 9-mark (exam standard) answers as well as a mixture of 25-mark extract and essay questions.

UK Politics	US Politics	Political Ideas
Constitution	Constitution	Liberalism
Devolution	Congress	Conservatism
Parliament	The Executive	Socialism
The Executive	The Presidency	Nationalism
The Supreme Court	The Supreme Court and Civil Rights	
The EU	Elections	
Democracy and Participation	Parties and Pressure Groups	
Electoral Systems		
The Media and Voting Behaviour		
Political Parties		



Assessment

Methods of formal assessment in UK Politics are as follows:

1. End of Unit Assessments

2. Mock Examinations

2. Mock Examinations (subject to change)

Throughout Year 12 and 13 you will be entitled to rigorous mock examinations to simulate the real thing. By the time you sit your real exam in the Summer of 2028 you will have extensive experience completing each exam paper under simulated conditions. You will be sitting the following examinations for Politics:

Mock Examination	Papers
Mock Exam – Winter Term of Year 12	• Paper 1: Government and Politics of the UK (adapted) • Paper 3: Political Ideologies (ibid)
UCAS Exams – Summer of Year 12	• Paper 1: Government and Politics of the UK • Paper 3: Political Ideologies (adapted)
Mock Exam – Winter Term of Year 13	• Paper 1: Government and Politics of the UK • Paper 2: Government and Politics of the USA (adapted)
Final Mock Exam – Easter Term of Year 13	• Paper 1: Government and Politics of the UK • Paper 2: Government and Politics of the USA • Paper 3: Political Ideas

The dates for these exams will be given to you at the beginning of the academic year. You will be given plenty of notice and time to revise, as well as a personalised exam table for each set of exams.

Access Arrangements

If at any time you feel you would benefit from additional access arrangements in an exam, such as the use of a laptop, please speak with your subject teacher as soon as possible.



9 Mark Answer

One principle of the US Constitution is the separation of powers, the theory of government where political power is distributed among three branches of government: the executive, judiciary and legislature, as argued by Montesquieu in his 1748 work, The Spirit of the Laws. The Founding Fathers made provision for this in the US Constitution in articles I-III which outlined that the branches should be separate and check on each other in order to avoid tyranny. However, the term 'separation of powers' can be misleading, as argued by Richard Neustadt in 1960 who clarified that the US Constitution in fact provides for the sharing of powers between separate institutions rather than a separation of powers, meaning each branch can be an adequate check on another.

A second principle of the US Constitution is Bipartisanship. The Founding Fathers hoped to encourage a spirit of Bipartisanship, which is the cooperation between two major parties to achieve desired political goals, because checks and balances put in place could result in partisan conflict and point-scoring. This has worked for presidents such as George W. Bush who managed to achieve his educational reforms in 2001-2002 because he worked with both Republicans and Democratic senators. However, while there were only 10 years of Divided Government (where one party controls the presidency and another controls one or both houses of congress) between 1921 and 1969, there have been 35.5 years of divided government between 1969 and 2016, indicating that the Founding Fathers' desire for this has not been a reality.

A third principle of the US Constitution is Federalism. Federalism was a compromise between Founding Fathers such as Benjamin Franklin, who favoured a strong central government, and Thomas Jefferson, who felt that legislative power should rest with individual states. Although the word itself is not mentioned in the original 7 articles of the Constitution, Article IV deals with the Federal-State relationship. The sharing of federal power between the central government and the individual states enables the US to factor regional and economic differences into legislation. However, because of Westward expansion and population growth, the size of the federal government has grown, creating tension with states, with consequences for policy divergence and the law, for example, the fact that each state is able to manage its own election procedures.



Homework & Independent Work

Objectives of a Sixth Form Homework Policy

Objectives of a John Roan Sixth Form Homework policy are as follows:

- To enable our students to achieve the best grades that they are capable of at Post-16 through:
 - The consolidation and revision of learned material
 - The application of learned material
 - Preparation for lessons to enable access to challenging subject content
- To reinforce high expectations of our students as independent learners
- To equip our students with the study skills required for University and other destinations

Expectation of subject homework

At The John Roan Sixth Form we aim to teach students to become independent learners who use their private study time effectively. Students will be given guidance and support with creating revision schedules, effective note taking, essay writing and academic literacy, but will also be expected to practise and demonstrate these in their home learning.

As a benchmark, students should expect to receive an amount of homework per subject that is equivalent to twice the number of contact hours that they receive in school: six hours per subject which amounts to 18 hours per week.

Deadlines

Failure to meet deadlines for homework will result in a one hour detention after school the following day, while repeated failures to meet homework deadline will escalate to an academic support plan or school based exclusion. Students who are placed into detention will still be expected to complete missed homework. Students are encouraged to communicate with teachers about other deadlines in place so that they can be supportive of work set in other subjects.

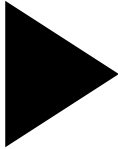
Homework setting

All homework will be set for students using Show My Homework which is available as an app which can be accessed via a mobile phone, or as a website that can be accessed via a computer. In some instances, homework will be set on software including Microsoft Teams. However, instructions for any homework set on these platforms will be repeated on Show My Homework to ensure consistency.



Homework & Independent Work

Examples of homework set at KS5 in A-Level Politics will typically include:

Revision	Application	Flipped-Learning
		
Revision homework tasks will enable you to consolidate your learning and eliminate gaps in subject knowledge, helping you to prepare for your exams.	Application homework tasks test for understanding of recently-acquired subject knowledge and develop your technique for exams.	Flipped learning homework tasks ensure that you are able to access challenging subject material and allow you to progress quickly through your course.
✓ Consolidating notes / developing Cornell notes ✓ Creating mind maps and flashcards ✓ Creating / revising from knowledge organisers ✓ Creating glossaries of terms ✓ Creating flow charts ✓ Creating a topic quiz ✓ Revising for a topic quiz ✓ Completing past papers	✓ An essay or question plan ✓ An essay question ✓ Completing past papers ✓ Preparing a presentation for a lesson ✓ Completing coursework or another assignment for a deadline ✓ Independent or guided research on a lesson topic ✓ Completing a topic quiz	✓ Preparation of notes in advance of a next lesson ✓ Answering comprehension questions ahead of a new topic ✓ Preparing a presentation for a lesson ✓ Independent or guided research ahead of a lesson



How to get an A* at Politics A-Level

1. Attendance and punctuality

The best way to succeed in Politics is to be present in lesson with your teacher and accessing the materials and teaching.

If there is a reason for your absence, you must do your best to catch up with the work as soon as possible by using the links on SharePoint.

2. Homework

The homework that will be set each week is directly related to the content that you need to study but also the skills you need to master to access the exam. It is very important therefore that you complete this to a high level.

3. High quality revision and retrieval

Learning requires a change in long-term memory. This means you must regularly review the content that you have studied in class at regular intervals.

One way of doing this is to create a revision resource for each Chapter that you study. This could include flash-cards that you can self-quiz with, mindmaps or review questions.

You should then build in time during your study periods to review this content.

4. Application to exam questions and exam practice

There is a lot of knowledge and content that you will have to learn in order to succeed in the course. In addition to reviewing the content you will also have to apply this to practice exam questions.

This does not always mean completing timed essays, but could also mean planning essays and practising constructing historical arguments through drafting introductions and conclusions.



Essential Resources & Wider Reading



Podcasts

UK Politics

The Rest is Politics

Politics Weekly

Reasons to be Cheerful

Brexitcast

US Politics

The Daily

Pod Save America

Americast

Philosophy

In Our Time



Videos

Spotlight on the Troubles, BBC

The Thatcher Years, BBC

Storyville, Brexit: Behind Closed Doors

Inside the EU: The Mad World of
Brexit

Yes/No: Inside the Indyref

US Politics

Knock Down the House

West Wing

Trump: An American Dream

13th



Websites

<https://www.tutor2u.net/politics>

<https://studyrocket.co.uk/revision/a-level-politics-aqa>

<https://www.hoddereducation.co.uk/subjects/government-politics/products/16-18/politics-review-magazine>

<https://senecalearning.com/en-GB/>



Essential Resources & Wider Reading



Books

UK Politics

Budge, Ian, The new British Politics
Clark, Alan, The Tories: Conservatives and the Nation State, 1922-1997
Derbyshire, Ian, Politics in Britain from Callaghan to Thatcher
Griffith, J. A., The Politics of the Judiciary
Hennesy, Peter, Cabinet
Hennesy, Peter, The Hidden Wiring
Hennesy, Peter, Whitehall
Hutton, Will, The State We're In
Jenkins, Roy, The Chancellors
Jones, Bill, British Politics Today
Kavanaugh, Dennis, The Major Effect
Marr, Andrew, Ruling Britannia
Marquand, David, The ideas that shaped post war Britain
Morgan, Kenneth, The People's Peace: Britain since 1945
Pimlott, Ben, Harold Wilson
Pye, Keith, British Politics: Ideas and Concepts
Shaw, Eric, The Labour Party since 1945
Thatcher, Margaret, The Downing Street Years

US Politics

Ashbee, Edward, US Politics Today
Bennett, Anthony, The American President's Cabin
Bowles, Nigel, Government and Politics of the United States
Campbell, Colin, The Bush Presidency: First Appraisals
Davis, Kenneth, Don't Know Much About The American Presidents
Dumbrell, John, American Foreign Policy: Carter to Clinton
Hockman, Stanley, The Penguin Dictionary of Contemporary American History: 1945 to the present
Hoff, Joan, Nixon Reconsidered
Isaacson, Walter, Kissinger
Jenkins, Roy, Truman
Lasser, William, Perspectives on American Government
Mervin, Donald, Ronald Reagan and the American Presidency
Rae, Nicole, Governing America
Shaw, Malcolm, Roosevelt to Reagan
Walker, Martin, The President We Deserve



University Courses & Career Paths



Transferrable skills

Critical thinking
Analysis
Debate

Public speaking
Presentation skills
Extended writing

Source analysis
Citizen education
Linking concepts



University Courses – Have a go at researching...

Politics

Political Science

Politics and Philosophy

Politics, Philosophy and Economics

International Relations



Career Paths

Civil Service
Think Tanks
Law
Finance
Screen writing
Marketing and public relations
Politics
Government foundations
Charity
Non-Governmental Organisations
Journalism
Lobbying
Speech writing
Government advisor
Policy developer

Inspired

Confident

Ambitious