



Teddington Sixth Form

A Level Politics

Course Details & Transition Tasks 2020-2022

What does the course involve?

This booklet is designed to include everything you need to know about the Politics A Level at Teddington. It also includes some summer tasks that you should complete to help prepare you for September. Below is an overview of what you will study and the exams you will sit in the summer of 2022. For further detail on the content, assessment objectives and the exams see the Appendix at the end of this document.

Term	Topics Covered	Exam
Year 12:		
Autumn Term	<u>UK Government</u> <ul style="list-style-type: none"> • The constitution • Parliament • Prime Minister and executive • Relationships between the branches <u>Non-Core political ideas:</u> Nationalism	Paper 2 hours, 84 marks.
Spring Term	<u>UK Politics</u> <ul style="list-style-type: none"> • Democracy and participation • Political parties • Electoral system • Voting behaviour and the media <u>Core political ideas:</u> <ul style="list-style-type: none"> • Conservatism • Liberalism • Socialism 	2 hours, 84 marks.
Summer Term		
Year 13:		
Autumn Term	<u>Comparative politics: Government and Politics of the USA</u> <ul style="list-style-type: none"> • The US Constitution and Federalism • US Congress • US Presidency • SU Supreme Court and Civil Rights • Comparative theories 	2 hours, 84 marks.
Spring Term		

What is the Politics A Level all about?

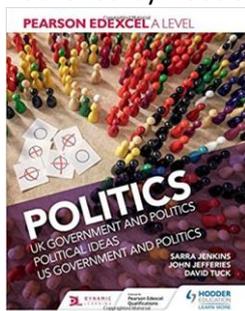
This qualification is designed to reflect the demands of a truly modern and evolving political environment in the UK and the USA. In Year 1 students will study UK politics and government, which will give them a set of core knowledge and understanding of politics. Students will also study three core political ideas: liberalism, conservatism and socialism – and the non-core political idea of nationalism. In Year 2, students will go on to study the government and politics of the USA which allows for a comparison between the politics and government of the UK and the USA .

The aims and objectives of this qualification are to enable students to:

- develop knowledge and an informed understanding of contemporary political structures and issues in their historical context, both within the United Kingdom (UK) and globally
- develop a critical awareness of the changing nature of politics and the relationships between political ideas, institutions and processes
- develop knowledge and an informed understanding of the influences and interests which have an impact on decisions in government and politics
- develop knowledge and an informed understanding of the rights and responsibilities of individuals and groups
- develop the ability to critically analyse, interpret and evaluate political information to form arguments and make judgements
- develop an interest in, and engagement with, contemporary politics.

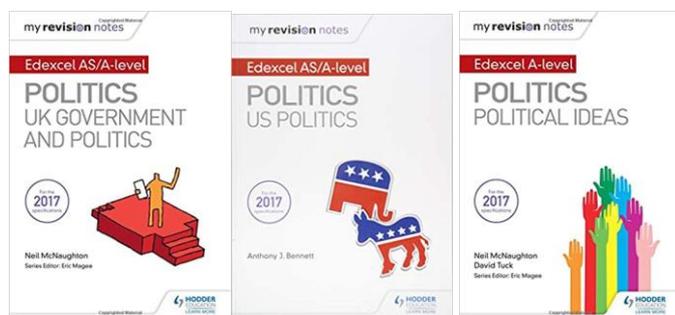
Textbooks and Resources

You will need to purchase this textbook which covers Year 1 and 2, all components. Published by Hodder, Politics, written by Sarra Jenkins, John Jeffries and David Tuck.



Helpful revision resources

The 'My Revision Notes' series published by Hodder are very useful. These are available on Amazon. I recommend waiting until 2021 for the latest US one.



Transition Tasks

Well done for choosing Politics—has there ever been a time when politics has more clearly impacted all of our lives?

Politics is about power, about people, equality, war, conflict, debate, cooperation, freedom, money, etc. – it's about the relationship between the state (the government) and its citizens, or the state and other states. It governs everything we can and will do in our lives.

One of the reasons politics is so exciting is that it changes every single day based on the actions of individuals. Less than 500 people (in a country of 330 million) decided the result of the 2000 presidential election that made George Bush president. In 2001 he invaded Afghanistan and in 2003 he invaded Iraq. These two things have changed the Middle East and global politics, perhaps forever. Closer to home, if just one out of every 50 people who voted to leave the EU had voted differently, we wouldn't have left. Each individual vote is vital, and yet 28% of all the people who could vote and registered to vote in that referendum didn't turn out on June 23rd. It would take just a small number of them to change the result.

This is a detailed and comprehensive assignment that you have been given. **Do not rush it.** Do not leave it until the end of the summer! A Level Politics will be a significant step up from the work you have completed in Year 11. All six tasks have an element that needs to be handed in during the first week of term.

Task one: start making news consumption a daily habit

To be really successful in A-level Politics, the most important thing you can do is **start making news consumption a daily habit**. Ideally, find **three** news sources that you are comfortable with and look out for political news on them every day. You could choose a mixture of written and broadcast news. This should include reading a QUALITY newspaper (such as The Times, Guardian, Telegraph, Independent or their Sunday equivalent – read the politics section); magazines and specific politics journals such as Politics Review as well as the set textbook; watching current affairs programmes such as Newsnight and Beyond 100 Days; listening to podcasts about politics (see the **recommended resources** page below) You can even add in news from other sources, such as weekly periodicals, or politics entertainment sources such as the News Quiz (Radio 4), Have I Got News For You (BBC) or Private Eye. Watching the news or listening on Radio 4 is great too. Discussing and debating political issues with both fellow politics students and others will also help. Try signing up to news alerts, using twitter and downloading podcasts so you can listen on the bus!

Get used to saving news stories and develop methods for doing this—screenshotting and adding to Google Keep are ideas. When we start in September you will be maintaining a current affairs diary every week.

In the meantime:

Each week record at least one news article or report that has influenced UK Politics. think about how the story relates to different bits of the course using the boxes (they will not be relevant to all of them). Use reputable news sources— <https://www.bbc.co.uk/news/uk> is a good place to start, or any of the resources mentioned above and in the **recommended resources** below. Record the item like this:

Date	News source	Summary of news	Impact on UK Politics
5 th May 2020	BBC news website	What happened? Why?	This has meant that... This relates to Government / Parliament / Constitution / Human rights / Labour Party etc

Task Two – People in Politics

Look at the below photographs of British politicians. You must identify who they are, which party they belonged to and whether or not they were Prime Minister (PM) or Leader of Her Majesty's Opposition (HMO). Get your family involved in this task – your parents will remember many of these faces, and some of them might be better suited even to your grandparents!



Task three: Watch, listen and read:

- Watch the documentaries and films on the **recommended resource list**. Write a list of the ones you have watched and a brief review of the one you enjoyed the most.
- Read through and download the [“How it works”](#) document – it will be incredibly useful and will help with your vocabulary:
- Choose one (or two) of the books suggested and read them. Write a ‘blurb’ to share with the class that explains why we should read it.

*Don't feel the need to read all or buy new—Google the books, **pick one** that appeals to you, try to buy second hand from sites like Abe Books. These recommendations are for fun and helpful enrichment and wider reading relevant to your course.*

- Investigate the podcasts on the **recommended resource list**. Find one (or more) you like and try to listen to one episode a week.

Task four: Investigate the role of an MP.

I would like you to find out who your local MP is and the following details about them:

MP's name:

Political party:

Constituency (the area they represent):

Areas they have a particular interest in:

And finally, look at their voting record (found here <https://www.theyworkforyou.com/> by clicking 'voting record') and jot down some ways in which they've voted in parliament.

Task five: Making a Case

Now I would like you to make a case for and against a particular issue. Politics at A level will require you to make judgements about issues. You need to create a for/against case for the issue of: *should we lower the voting age from 18 to 16?*

This will require you to write at least three paragraphs (approximately ¾ to 1 full typed A4 page – but if you like you can write more). You can use websites like this: <https://yougov.co.uk/topics/politics/articles-reports/2012/02/15/and-against-lowering-voting-age> or Google search "for and against [issue]" to get more information about the issue at hand. I've written a sample paragraph below – I'm interested in you ARGUING your case with evidence!

Some who think we should extend the vote to 16- and 17-year-olds say that it may lead them to understand political issues more if they have to research them. If under 18s have to make choices on issues like taxes, the NHS and the size of the army, they would have to research them, so this will improve their understanding and they will make good choices. However, this argument doesn't hold water because over-18s as it rarely research political issues – if we don't have adults researching taxes, the NHS or the size of the army before elections why would we expect children to? Therefore, this is not a good argument for extending the vote to 16- and 17-year-olds.

Task six: Understand the vocabulary

This will not only help you understand the subject but it is also a requirement of the specification to use these words as much as possible. Use the internet (e.g. Wikipedia, YouTube and other sources) to research and understand what the following key terms mean and create a short definition for each *in your own words*.

You are welcome to try to get your families involved in this – they may have some understanding of these concepts already! The most important thing in an A level is *your understanding* – so it's not about having the "right" or "word-perfect" definition, it's about you *understanding* what a concept means.

Term	Explanation
Power	
Authority	
Legitimacy	
Government	

Politics	
Civil society	
Executive branch	
Prime minister	
Cabinet	
Legislative branch	
Parliament	
House of Commons	
House of Lords	
Judicial branch	
Supreme Court (UK – not US!)	
Rule of Law	
Westminster Model	
Elective dictatorship	
Direct democracy	
Representative democracy	
Sovereignty	
Parliamentary sovereignty	
Referendum (UK – not US!)	
Constitutional monarchy	
Fusion of powers	
Separation of powers	
Devolution	
Labour Party	
Conservative Party	

Liberal Democrats	
Brexit Party	
Presidency (USA)	
Congress (USA)	
Constitution (USA)	
Checks & Balances (USA)	
Supreme Court (USA)	
Republican Party (USA)	
Democratic Party (USA)	
Liberalism (Ideology)	
Conservatism (Ideology)	
Socialism (Ideology)	
Nationalism (Ideology)	



Recommended resources



The politics department would love for you to use this time over the coming weeks and months to get interested in Politics. Start to develop your interest in the subject and build your general political knowledge. The following are suggestions – but some are necessary for your summer tasks. We would love for you to engage in any that you find interesting.

	<p>British Politics</p>
	<p>American Politics</p> <p>Others you may find interesting:</p>
	<p>Movies, documentaries and series</p> <p>Contains swearing</p>

	<p>Margaret Thatcher series – BBC iPlayer Politics Live – BBC iPlayer The Andrew Marr Show Dominic Cummings documentary—BBC iPlayer Cabinet Confidential documentary on YouTube, very useful for PM and cabinet</p>	<p>Question Time BBC Parliament</p> <p>US politics - satire Last week tonight with John Oliver – this is on Sky Atlantic, sometimes on You Tube VEEP – also Sky Atlantic</p>
	<p>Politics Websites Simple Politics (also on Instagram) They Work For You—find out about your MP Tutor2U – useful resources and quizzes</p>	<p>Crash course US Government and Politics - on YouTube, great for how it works. Vox - explains the news</p>
	<p>A-level politics podcast – recommended aimed at A level students Beyond Westminster The Westminster Hour Politics.co.uk podcasts BBC Sounds – listen to The Inside Story on Election 19; British Liberalism The Grand Tour; British Conservatism The Grand Tour; British Socialism The Grand Tour.</p>	<p>US politics Nerdcast Americast FiveThirtyEight The Daily</p>
<p>Other useful links and tasks</p>	<p>Read up on recent elections You will be expected to know about recent elections in the UK and the USA. The Pearson website has case studies of the 2019 and 2017 UK General Elections to get you started. How it Works –about UK Government and Politics</p>	<p>Exam Spec - Learn the key terms and definitions Appendix 2 in the Exam specification (p64-92) contains a glossary of key words and definitions relating to the course. Committing these to memory would be an excellent use of your time – you will have covered some of these in the summer tasks already.</p>

Year 1

Component 1: UK Politics and Core Political Ideas

UK Politics

This section explores the nature of politics and how people engage in the political process in the UK. Students will investigate in detail how people and politics interact. They will explore the emergence and development of the UK's democratic system and the similarities, differences, connections and parallels between direct and indirect democracy. They will focus on the role and scope of political parties that are so central to contemporary politics, including the significance of the manifestos they publish at election time and their relevance to the mandate of the resulting government.

This section allows students to understand the individual in the political process and their relationship with the state and their fellow citizens. Students will examine how electoral systems in the UK operate and how individuals and groups are influenced in their voting behaviour and political actions. This component will further examine the role of the media in contemporary politics. It will also give students an understanding of voting patterns and voting behaviour.

There are four content areas in UK Politics:

1. Democracy and participation
 - Current systems of representative democracy and direct democracy (such as referendums) and the case for reform.
 - A wider franchise and debates over suffrage, for example should the voting age be lowered to 16?
 - How pressure groups and other organisations exert influence in contemporary politics. This includes a case study of different pressure groups covering newer movements like Extinction Rebellion and more established groups such as the British Medical Association.
 - How our civil rights and liberties are protected (or not!) within the UK Political system.
2. Political parties
 - The functions and features of political parties in the UK, including debates on the consequences of the current funding system.
 - The origins and historical development of the Conservative Party, the Labour Party and Liberal Democrat Party – and how this has shaped their ideas and current policies
 - Emerging and minor UK political parties
 - What affects the success of a political party, including debates on the influence of the media
3. Electoral systems
 - The advantages and disadvantages of different electoral systems such as first-past-the-post (which the UK currently uses for general elections) and other systems such as the Additional Member System.
 - Comparison of first-past-the-post to different electoral systems in a devolved parliament / assembly (e.g The Scottish Parliament is elected using the Additional Member System).
4. Voting behaviour and the media.
 - Case studies of at least three elections (one from 1945-92, the 1997 election and one from post 1997, the results and the impact on parties and governments.
 - Factors that explain the outcomes of these elections including: party policies and manifestos, class-based voting behaviour, gender, age and ethnicity.
 - Assessment of the role and impact of the media on politics during and between key general elections – how important is media bias?

Core Political Ideas

This section allows students to explore the three traditional political ideas of **conservatism, liberalism and socialism**. For each political idea students will learn about the core ideas and principles and how they apply in practice to human nature, the state, society and the economy, the divisions within each idea and their key thinkers.

Conservatism

Conservatism seeks to conserve society as it is and is suspicious of change. Conservatism values pragmatism over ideological thinking, seeking to adapt its values over time, according to changes in society. However, new right thinking within conservatism in the 1970s and 1980s challenged much of what conservatism had traditionally stood for.

1. Core ideas and principles of conservatism, in summary:
 - pragmatism;
 - tradition;
 - the idea of human imperfection;
 - the importance of society / the state over any individual parts which underpins the beliefs of authority and hierarchy;
 - paternalism – benign power exerted by the state; and
 - neo-liberalism which seeks to maximise autonomy and free choice.
2. The differing views and tensions within conservatism between traditional conservative, one-nation conservative and the New Right.
3. The key ideas of the following thinkers that exemplify the above content:
 - Thomas Hobbes (1588–1679);
 - Edmund Burke (1729–1797);
 - Michael Oakeshott (1901–1990);
 - Ayn Rand (1905–1982); and
 - Robert Nozick (1938–2002)

Liberalism

Liberalism is seen essentially as a product of The Enlightenment as it recognises that humans are rational creatures capable of understanding the world and making decisions for themselves. The defining feature of liberalism is its belief in individualism and freedom.

1. Core ideas and principles of liberalism, in summary:
 - individualism – the primacy of the individual in society over any group;
 - freedom/liberty - the link between freedom and individualism, the state – it is ‘necessary’ to avoid disorder, but ‘evil’ as it has potential to remove individual liberty, thus should be limited;
 - rationalism – the belief that humans are rational creatures, capable of reason and logic;
 - equality/social justice – the belief that individuals are of equal value and that they should be treated impartially and fairly by society; and
 - 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.
2. The differing views and tensions within liberalism between classical liberalism and modern liberalism.
3. The key ideas of the following thinkers:
 - John Locke (1632 – 1704)
 - Mary Wollstonecraft (1759 – 97)
 - John Stuart Mill (1806 – 73)
 - John Rawls (1921 – 2002)
 - Betty Friedan (1921 – 2006)

Socialism

Socialism is defined by its opposition to capitalism. It aims to provide a clear alternative that is more humane and based on collectivism not individualism, co-operation not competition and social equality not inequality. There is a wide variety of traditions within socialism, with the goal of abolishing or minimising class division.

1. Core ideas and principles of socialism, in summary:
 - collectivism – how collective human effort is both of greater practical value to the economy and moral value to society than the effort of individuals;
 - common humanity – the nature of humans as social creatures with a tendency to co-operation, sociability and rationality
 - equality – the disagreements among socialists about the nature of equality;
 - social class - the extent to which class impacts on socialists' views of society, the state and the economy; and
 - workers' control – the importance and the extent of control over the economy and/or state and how it is to be achieved.
2. The differing views and tensions within socialism between revolutionary socialism, social democracy and the Third Way – a middle-ground alternative route to socialism and free-market capitalism.
3. The key ideas of the following thinkers:
 - Karl Marx (1818–83) and Friedrich Engels (1820–95)
 - Beatrice Webb (1858–1943)
 - Rosa Luxemburg (1871–1919)
 - Anthony Crosland (1918–77)
 - Anthony Giddens (1938–)

Component 2: UK Government and Non-core Political Ideas

UK Government

Politics is ultimately about people, but most political decisions are made by a branch of government whose roles and powers are determined by a set of rules: the constitution. **This component is fundamental to understanding the nature of UK government, since it enables students to understand where, how and by whom political decisions are made and that's why at Teddington we begin the course with this component.**

The component also gives students a base of comparison to other political systems. The component introduces students to the set of rules governing politics in the UK, the UK constitution, which is different in nature from most of the rest of the world. It further introduces students to the specific roles and powers of the different major branches of the government – legislative, executive, and judiciary – as well as the relationships and balance of power between them, and considers where sovereignty now lies within this system. Students will explore the following key themes: the relative powers of the different branches of UK government; the extent to which the constitution has changed in recent years; the desirability of further change; and the current location of sovereignty within the UK political system.

There are four main content areas in UK Government:

1. The UK Constitution:
 - The nature and sources of the constitution – unentrenched, uncodified and unitary, the twin pillars of parliamentary sovereignty and the rule of law.
 - How the constitution has changed since 1997 – the reforms under Labour 1997 – 2010 and the Coalition government, devolution.
 - The roles and powers of devolved bodies in the UK (e.g. The Scottish Parliament) and the impact of this devolution on the UK.
 - Debates on further reform, such as whether to include a bill of rights in the constitution.

2. Parliament:
 - The structure and role of the House of Commons and the House of Lords, and their comparative powers.
 - The legislative process.
 - How Parliament interacts with the Executive (the Government), for example the role of Prime Minister's Questions.

3. Prime Minister and Executive:
 - The structure, role and powers of the Executive.
 - The concept of ministerial responsibility.
 - The powers of the Prime Minister and the Cabinet.
 - Case study of at least two Prime Ministers – one pre-1997 and post – which covers events and policy, with examples that cover control and lack of control.

4. Relations between the branches:
 - The Supreme Court and its interactions with, and influence over, the legislative and policy-making processes.
 - The relationship between the Executive and Parliament
 - The location of sovereignty in the UK political system

Non-core Political Ideas

Students study one political idea from a choice of five from the Political Ideas section (nationalism, multiculturalism, feminism, ecologism, anarchism). Currently, at Teddington students study the Nationalism option.

Nationalism

Nationalism is the belief that nations are a timeless phenomenon. It is based on the belief that people have been attached to the practices connected with their heritage and seeks to continue them freely.

1. Core ideas and principles of nationalism and how they relate to human nature, the state, society and the economy:
 - Nations;
 - Self-determination;
 - Nation-state
 - Culturalism – that nationalism is based on shared cultural societal values
 - Racialism – humankind can be meaningfully divided into separate 'races'
 - Internationalism – the world should unite across boundaries to advance their common interests in society

2. The different types of nationalism and the extent to which they vary – from liberal nationalism to expansionist nationalism.

3. The key ideas of the following thinkers:
 - Jean-Jacques Rousseau (1712–1778)
 - Johann Gottfried von Herder (1744–1803)
 - Giuseppe Mazzini (1805–1872)
 - Charles Maurras (1868-1952)
 - Marcus Garvey (1887–1940)

Year 2 Component 3: Comparative Politics

Government and Politics of the USA

The USA has been considered by some to be a 'beacon of democracy'. As a world power, understanding the nature of US democracy, and the debates surrounding it, is crucial given the considerable impact that the USA has on UK, European and global politics. Students will explore the US Constitution and the arguments surrounding this guiding document of US democracy. In learning about the key institutions of government in the USA and analysing the manner in which they achieve this power and exercise it over their citizens, students will judge ultimately whether 'liberty and justice for all' has been achieved in the USA. Students will be expected to highlight the debates on the nature of democracy in the USA and evaluate the extent to which it remains an issue.

The impact of the US government on the world beyond its borders is increasingly a feature of international politics. Students will begin to engage with this interaction by comparing and contrasting politics and institutions in the US with those in the UK. This will develop a wider understanding of politics as a discipline, underpinned by the theoretical concepts of comparative politics.

There are six content areas:

1. The US Constitution and federalism
 - The nature of the US Constitution – it's vague, codified and entrenched, the powers of the US branches of government and the amendment process
 - The key features of the US Constitution: federalism; separation of powers and checks and balances; bipartisanship; and limited government
 - The nature of the federal system of government and its relationship with the states
 - Debates around the US constitution – how democratic it is and its strengths and weaknesses
 - The extent to which the USA remains federal today
2. US Congress:
 - The structure of Congress – its bicameral nature (two houses)
 - The functions of Congress – representation, legislative process and oversight on the other branches (eg. The President!)
 - Debates around the changing roles and powers of Congress and the significance and effectiveness of its powers
3. US presidency – each area below is studied with reference to presidents since 1992:
 - Formal sources of power from the constitution – role as Head of State and Head of Government
 - Informal sources of power – electoral mandate, powers of persuasion and the Executive Office of the President
 - Relationships between the presidency and Congress and the Supreme Court
 - Limitations on presidential power and why this varies between presidents
 - Interpretations and debates around the US presidency, such as how effectively they have achieved their aims.
4. US Supreme Court and US civil rights:
 - The nature and role of the Supreme Court
 - Appointment process
 - The impact of the Supreme Court on public policy
 - The protection of civil liberties and rights in the US today – the rights protected by the Constitution, by the Bill of Rights and by rulings of the Supreme Court
 - Race and rights in the contemporary US politics – the methods, influence and effectiveness of racial rights campaigns around voting rights and affirmative action for example
 - Interpretations and debates around the US Supreme Court and civil rights – the political versus judicial nature of the Supreme Court, the effectiveness of rights protection and its successes and failures to promote equality.

5. US democracy and participation:
 - Electoral systems in the USA – how is the President elected and the role of campaign finance, and the advantages and disadvantages of the processes
 - The key ideas and principles of the Democratic and Republican parties
 - Interest groups in the USA – their significance, resources, tactics and debates about their impact on democracy

6. Comparative approaches - compare and debate the differences and similarities between the UK and USA political systems, focussing on the following areas:
 - The USA and UK Constitutions – their nature, their sources etc
 - The similarities and differences between the US federal system and the UK system of devolution
 - The legislative branches – the powers and strengths of each of the Houses
 - The executive branches – the role and powers of the US President and UK Prime Minister
 - The UK and USA Supreme Courts and civil rights – the relative independence of the courts, the effectiveness of rights protection in each country
 - Political parties - the different nature of the party systems (two-party and multi-party), the parties' policy profiles, internal unity
 - Debates around campaign finance
 - Relative power, methods and influence of pressure groups

For all of the areas above, students will need to be able to explain the extent to which the rational, cultural and structural comparative theories can be used to account for these similarities and differences.

How you are examined and assessment objectives

<p>Component 1: UK Politics</p> <p>2 hours 33% of the qualification 84 marks</p> <p><u>Section A: Political participation - allow 85 minutes</u></p> <ul style="list-style-type: none"> • One 30 mark source-based question from a choice of two. (<i>“Using the source, evaluate the view that UK democracy is in crisis...”</i>) • One 30 mark question from a choice of two. (<i>“Evaluate the extent to which social factors determine voting behaviour...”</i>) <p>All questions assess AO1 (knowledge), AO2 (analysis), AO3 (evaluation).</p> <p><u>Section B: Core Political Ideas – allow 35 minutes</u></p> <ul style="list-style-type: none"> • One 24 mark question from a choice of two which assess AO1, AO2 and AO3. (<i>“To what extent do modern and classical liberals agree over the role of the state...”</i>)
<p>Component 2: UK Government</p> <p>2 hours 33% of the qualification 84 marks</p> <p><u>Section A: UK Government – allow 85 minutes</u></p> <ul style="list-style-type: none"> • One 30 mark source-based question from a choice of two. (<i>“Using the source, evaluate the view that the Constitutional Reforms of the Labour Government were weak...”</i>) • One 30 mark question from a choice of two. (<i>“Evaluate how far Parliament retains sole sovereignty within the UK.....”</i>) <p><u>Section B: Non-core Political Ideas – allow 35 minutes</u></p> <ul style="list-style-type: none"> • One 24 mark question from a choice of two which assess AO1, AO2 and AO3. (<i>“To what extent is nationalism progressive...”</i>)

Component 3: Comparative Politics USA

2 hours

33% of the qualification

84 marks

Section A: - allow 15 minutes

- One 12-mark comparative question from a choice of two, which assesses AO1 and AO2. (*“Examine the ways in which the US and UK Constitutions are similar...”*)

Section B: - allow 15 minutes

- One compulsory 12-mark question focussed on **comparative theories**, which assess AO1 and AO2. (*“Analyse the differences in party unity in the US and in the UK”*)

Section C: - allow 85 minutes

- Two 30-mark questions from a choice of three, which assess AO1, AO2 and AO3. (*“Evaluate the extent to which the Supreme Court is now an “imperial judiciary”..*)

Assessment Objectives

Students must:		% GCE A Level
AO1	Demonstrate knowledge and understanding of political institutions, processes, concepts, theories and issues.	35
AO2	Analyse aspects of politics and political information, including in relation to parallels, connections, similarities and differences.	35
AO3	Evaluate aspects of politics and political information, including to construct arguments, make substantiated judgements and draw conclusions.	30
Total		100%

Breakdown of Assessment Objectives

Component	Assessment Objectives			Total for all Assessment Objectives
	AO1 %	AO2 %	AO3 %	
Component 1: UK Politics	11.1	11.1	11.1	33½
Component 2: UK Government	11.1	11.1	11.1	33½
Component 3: Comparative Politics	12.7	12.7	7.9	33½
Total for GCE A Level	35	35	30	100%

Sources

AO2 and AO3 require students to study and respond to 'political information'. In this qualification, this is carried out through the questions in Section A in Component 1 and Component 2 that use a source. These sources will be a single written (text) source only or a single source that combines both text and data (pie chart, tables, simple graphs such as a bar chart), all related in some way to UK politics or UK Government.

Sources will be selected to ensure that they give students opportunities to bring in their own knowledge and understanding, to engage in comparative analysis and to evaluate by making judgements and drawing conclusions.

For each source, information relating to the context of the source is provided. This information will not be discretely assessed, however it is provided to help students to engage with the information provided in the source.

Synoptic assessment

Synoptic assessment requires students to work across different parts of a qualification and to show their accumulated knowledge and understanding of a topic or subject area. Synoptic assessment enables students to show their ability to combine their skills, knowledge and understanding with breadth and depth of the subject.

The Component 2 paper assesses synopticity in Section A in the non-source questions, which require students to draw on relevant knowledge and understanding from Component 1: UK politics and core political ideas. Synopticity is also assessed in Component 3, sections A and B as students are required to draw on relevant knowledge and understanding from Component 1: UK politics and Component 2: UK government.