

POLITICS

YEAR 12 EXPECTATIONS

A LEVEL POLITICS TEACHERS

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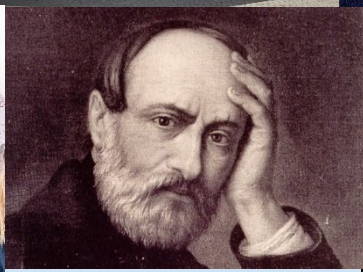
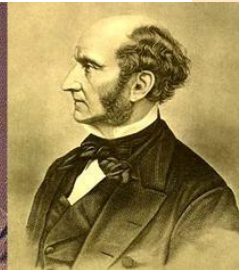
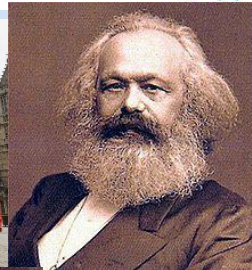
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WHAT DO THEY LEARN?

POLITICS

- PAPER 1 – UK
- PAPER 2 – USA COMPARATIVE
- PAPER 3 – IDEOLOGIES



A creative man is motivated by the desire to achieve, not by the desire to beat others.

(Ayn Rand)

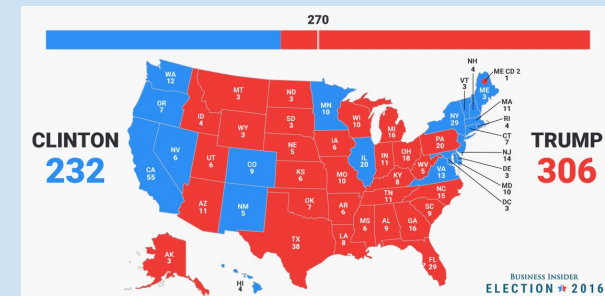
PAPER 2 – USA GOVERNMENT & POLITICS

GOVERNMENT OF THE USA

- THE CONSTITUTION
- FEDERAL GOVERNMENT
- STATE GOVERNMENT
- THE JUDICIARY
- THE LEGISLATIVE
- THE EXECUTIVE

POLITICS OF THE USA

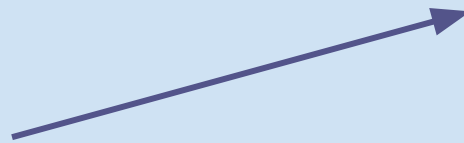
- ELECTIONS: PRESIDENTIAL & MID-TERM
- RECALLS, PROPOSITIONS & INITIATIVES
- VOTING BEHAVIOUR
- POLITICAL PARTIES
- PRESSURE GROUPS & CIVIL RIGHTS
- COMPARATIVE THEORIES



PAPER 3 - IDEOLOGIES

IDEOLOGIES

- LIBERALISM
- CONSERVATISM
- SOCIALISM
- CHOICE: NATIONALISM



- ORIGINS
- HUMAN NATURE
- SOCIETY
- THE STATE
- THE ECONOMY
- DIFFERENCES WITHIN THE IDEOLOGY
- 5/6 KEY THINKERS





POLITICS: ASSESSMENT OBJECTIVES

- A01: DEMONSTRATE KNOWLEDGE & UNDERSTANDING OF POLITICAL INSTITUTIONS, PROCESSES, CONCEPTS, THEORIES AND ISSUES.
- A02: ANALYSE ASPECTS OF POLITICS & POLITICAL INFORMATION INCLUDING PARALLELS, CONNECTIONS, SIMILARITIES & DIFFERENCES.
- A03: EVALUATE ASPECTS OF POLITICS & POLITICAL INFORMATION, CONSTRUCT ARGUMENTS & MAKE SUBSTANTIATED JUDGEMENTS AND DRAW CONCLUSIONS.

POLITICS: HOW THEY ARE ASSESSED



ALL THREE PAPERS ARE THE SAME FORMAT AND SAME WEIGHTING

- SECTION A : 3X 9 MARK QUESTIONS (40 MINUTES)
- SECTION B : 25 MARK EXTRACT QUESTION (40 MINUTES)
- SECTION C : 25 MARK ESSAY (CHOICE OF 2) (40 MINUTES)

POLITICS ADMIN

- NOTES, HANDOUTS, ASSESSMENTS NEED TO BE ORGANISED INTO FOLDERS : USE PLCS
- FOLDERS WILL BE CHECKED TO MONITOR THAT WORK IS BEING WELL ORGANISED
- IT IS RECOMMENDED THAT STUDENTS HAVE SEPARATE FOLDERS FOR UNITS
 - POLITICS: UK, USA, IDEOLOGIES
- STUDENTS SHOULD HAVE A TEXTBOOK FROM THE LRC OR BUY THEIR OWN
 - POLITICS: UK, US & IDEAS ARE SEPERATE BOOKS
- FOLDERS & BOOKS NEED TO BE BROUGHT TO EVERY LESSON
- HOMEWORK WILL BE SET REGULARLY. THIS COULD BE TO CONSOLIDATE WORK STARTED IN THE LESSON, RESEARCH FOR THE NEXT LESSON OR COULD BE SOMETHING MORE SUBSTANTIAL SUCH AS AN ESSAY WITH A LONGER DEADLINE
- HOMEWORK WILL BE ADDED TO GOOGLE CLASSROOM SO THAT IT CAN BE MONITORED



3.1.2.1 Democracy and participation

Date	Topic / Activity				
	Set up ways for 'keeping up to date' with Politics				
	Explain the difference between Power and Authority				
	Complete a baseline worksheet on when on types of authority				
	Research Democracy - origins and types				
	Define Democracy, Representative Democracy and Direct Democracy				
	Identify and explain with examples from the UK the elements of a Liberal Representative Democracy				
	Debate whether the UK is a Representative Democracy				
	Identify the strengths and weaknesses of Representative Democracy in the UK				
	Define keywords Suffrage, Franchise, Vote, representation				
	Explain how Suffrage and representation has developed since 1832 through a timeline				
	Research and evaluate the significance of the Chartists, Suffragists and Suffragettes				
	Explain and analyse 3 ways in which suffrage has developed since 1832 3 marks				
	Debate how universal suffrage is with reference to 16 year olds and prisoners				
	Define participation				
	Explain the difference between electoral and non-electoral participation				
	Create a detailed spider diagram of non-electoral participation				
	Debate how effective non-electoral participation is in the UK with reference to petitions and protests				
	Explain and analyse three ways in which citizens can participate beyond the ballot box 3 marks				
	Critique data and identify patterns in electoral participation in regard to gender, class, age, ethnicity, social class and region				
	25 mark essay "Assess the case that there is a crisis in participation in the UK"				

HOW IS PROGRESS MEASURED?

- STUDENTS PROGRESS IS MEASURED BY REGULAR ASSESSMENT
- THERE ARE ASSESSMENT WEEKS SCHEDULED PER HALF TERM
- IN ADDITION TO THIS ESSAYS AND SKILLS BASED QUESTIONS ARE SET AS HOMEWORK
- WE USE THE AQA MARK SCHEMES
- STUDENTS ARE ENCOURAGED TO REFLECT UPON AND THEIR WORK AND MAKE IMPROVEMENTS WHERE NECESSARY

Section A mark scheme

Level	Marks	Description
3	7-9	<ul style="list-style-type: none"> • Detailed knowledge of relevant political concepts, institutions and processes (AO1) • Appropriate political vocabulary used (AO1) • Thorough explanations and appropriate selection of accurate supporting examples to demonstrate detailed understanding. (AO1) • Analysis of three clear points is structured, clearly focused and confidently developed in to a coherent answer. (AO2)
2	4-6	<ul style="list-style-type: none"> • Sound knowledge of political concepts, institutions and processes (AO1) • Generally appropriate political vocabulary used (AO1) • Some development of explanations and generally appropriate selection of supporting examples to show generally accurate understanding, though further detail is required or some inaccuracies are present (AO1) • Analysis is developed in most places; answers are clearly expressed and presented in a structured way. (AO2) • Only TWO relevant points limits student to this level
1	1-3	<ul style="list-style-type: none"> • Limited knowledge of political concepts, institutions and processes (AO1) • Little or no political vocabulary used (AO1) • Limited explanation and limited selection of supporting examples or inaccuracies in examples (AO1) • Description in a limited written structure (AO2) • Only ONE relevant point limits student to this level

Section B Paper 1 & 2: Analyse, evaluate and compare the different arguments in the above extracts regarding the issue of campaign reform in the UK (25)

Step 1: Read the provenance of the extract, when was it published and who published it? What was happening at the time in relation to the focus of the question? What are the politics of the author or publication? What view would you expect them to have?

Step 2: Highlight the 1st argument. Who said it, what is their politics? What view would you expect them to have given the context of their politics?

Step 3: Briefly summarise their argument

Step 4: Is their argument valid? Prove it! Provide evidence to support your judgement and explain how it supports or opposes the argument.

Step 5: Is their argument valid? Prove it again! Provide evidence to support your judgement and explain how it supports or opposes the argument.

Step 6: Is their argument valid? Prove it more! Deepen your analysis with another example for or against the argument.

Insert extract here

Step 7: Highlight the 2nd argument. Who said it, what is their politics? What view would you expect them to have given the context of their politics?

Step 8: Briefly summarise their argument and compare it to the 1st.

Step 9: Is their argument valid? Prove it! Provide evidence to support your judgement and explain how it supports or opposes the argument.

Step 10: Is their argument valid? Prove it again! Provide evidence to support your judgement and explain how it supports or opposes the argument.

Step 11: Is their argument valid? Prove it more! Deepen your analysis with another example for or against the argument.

Finally: Conclude overall comparing the arguments and stating which is most valid and why:

PLC – PERSONALISED LEARNING CHECKLISTS

STUDENTS ARE GIVEN PLC'S FOR EACH TOPIC THAT THEY STUDY.

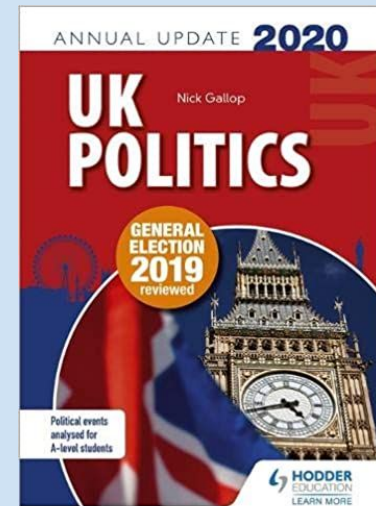
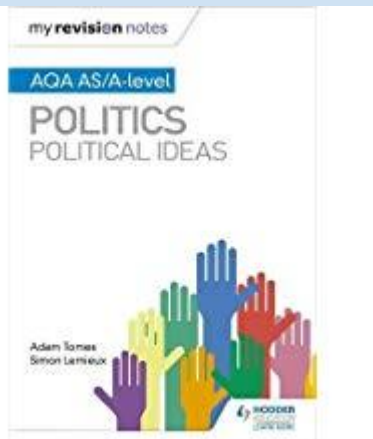
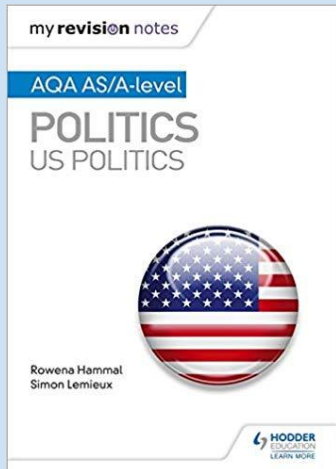
THIS ALLOWS THEM TO REFLECT ON CONTENT AND THINGS THEY NEED TO KNOW FOR A SPECIFIC UNIT.

BY COLOUR CODING OR TICKING THE PLC TO RATE HOW CONFIDENT THEY FEEL ALLOWS THEM TO SET THEMSELVES TARGETS FOR REVISION AND ADDITIONAL READING.

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	Explain and analyse 3 ways in which suffrage has developed since 1832 9 mark				
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	Create a detailed spider diagram of non-electoral participation				
	Debate how effective non-electoral participation is in the UK with reference to petitions and protests				
	Explain and analyse three ways in which citizens can participate beyond the ballot box. 9 mark				
	Collate data and identify patterns in electoral participation in regard to; gender, class, age, ethnicity, social class and region				
	25 mark essay "Assess the view that there is a crisis in participation in the UK."				

POLITICS REVISION GUIDES



POLITICS ONLINE REVISION

The screenshot shows the Seneca Learning website. At the top, there is a navigation bar with the Seneca logo, 'Join class', 'Login', and 'Sign up' buttons. Below the navigation bar, a progress indicator shows a sequence of numbers: 1, 4, 5, 6, 9, 6, 5, 6, 1, 2. Underneath this, it says 'Questions Answered'. The main content area features a headline: 'Proven to make you learn 2x faster'. Below the headline is a paragraph of text: 'Our smart learning algorithms are proven to make you remember topics better. If you get a question wrong, we'll show you the content again but in a different format. We'll even do it at a time when it's optimal for you to learn it. We've also hand-selected the best GIFs and memes on the internet so revision makes you laugh instead of stressed.' To the right of the text is a bar chart comparing 'Revision Guides' and 'Seneca'. The 'Seneca' bar is significantly taller than the 'Revision Guides' bar. At the bottom of the page, there is a Windows taskbar showing the date as 23/09/2020.

The screenshot shows the YouTube channel page for 'AQA Politics'. The channel name is 'AQA Politics' and it is a 'Learning Academy' with 1 / 30 videos. The main video is titled 'Introduction to Democracy and Participation' and has 4,024 views, dated Aug 24, 2019. The video player shows the video is at 0:01 / 7:58. To the right of the video player is a list of other videos in the channel, including 'Democracy and Participation (AQA A-Level Politics)', 'Referendums (AQA A level Politics)', 'Political Participation in the UK - A level Politics Revision', 'The UK constitution - A level Politics', 'Sources of the UK Constitution - A level Government and Politics', 'Principles of the UK Constitution - UK Politics', and 'Human Rights in the UK - A level'. At the bottom of the page, there is a Windows taskbar showing the date as 23/09/2020.

SENECA LEARNING: [HTTPS://SENECALEARNING.COM/EN-GB/](https://senecalearning.com/en-gb/)

AQA POLITICS YOUTUBE CHANNEL:

[HTTPS://WWW.YOUTUBE.COM/PLAYLIST?LIST=PLXTSHDMDVFWZT2XFMQUISGOSWDRJRYBJV](https://www.youtube.com/playlist?list=PLXTSHDMDVFWZT2XFMQUISGOSWDRJRYBJV)

POLITICS REVIEW

4 MAGAZINES PER YEAR



HOW CAN YOU SUPPORT YOUR POLITICS STUDENT?

- **TALK TO YOUR CHILD ABOUT CURRENT EVENTS** – ISSUES IN THE NEWS? WHAT IS GOING ON LOCALLY, NATIONALLY AND GLOBALLY?
- **COME TO PARENTS EVENING**
IT IS REALLY IMPORTANT TO HAVE A DIALOGUE ABOUT YOUR CHILD'S PROGRESS AND THEIR LEARNING.
- **STAY IN TOUCH:** IF YOU HAVE CONCERNS OR QUESTIONS WE ARE ONLY EVER AN EMAIL OR PHONE CALL AWAY.

- **LOOK OVER THE SPECIFICATION:** WE DON'T EXPECT YOU TO READ THE WHOLE DOCUMENT BUT PERHAPS BE FAMILIAR WITH THE TOPICS YOUR CHILD WILL STUDY. ASK YOUR CHILD WHAT THEY ARE STUDYING CURRENTLY.

[HTTPS://WWW.AQA.ORG.UK/SUBJECTS/GOVERNMENT-AND-POLITICS/AS-AND-A-LEVEL/POLITICS-7152](https://www.aqa.org.uk/subjects/government-and-politics/as-and-a-level/politics-7152)





Question Time BBC 1
Thursday @10.40

Newsnight BBC 2
weeknights @ 10.30

Sunday with Laura Kuenssberg
BBC 1 Sundays@9am

Peston
Wednesdays after the ITV news

Sophy Ridge on Sunday
Sky News Sunday @ 10am

BBC Parliament
own channel broadcasts 24 hours

Have I got News for You
BBC 1 Friday @ 9pm

RADIO 4 / BBC Sounds

Today weekdays @ 6.30am

PM weekdays @ 5pm

Any Questions Fridays @ 8pm

The Week in Westminster Saturday @ 11am

Deadrings, The Now Show or New Quiz Friday @ 6.30pm

Newscast

Americast

Podcasts:

The Rest is Politics with Alistair Campbell and Rory Stewart

The News Agents with Emily Matliss and Jon Sopel

Political Thinking with Nick Robinson

Radio 4's *Westminster Hour*

FT Politics

Guardian UK *Politics Weekly*

All out Politics – Sky News

Huff Post's *Commons People*

Chopper's Brexit with Christopher Hope

Talking Politics with David Runciman

Birkbeck Politics

Reasons to be Cheerful with Ed Milliband & Geoff Lloyd

The Political Party with Matt Forde

Unfiltered with James O'Brien LBC

The New Statesman podcast

WAYS TO KEEP UP TO DATE

