

Politics

In Year 12, the course 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 focus on 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 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 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 gives students an understanding and clear grounding in voting patterns and voting behaviour.

Year 12 A Level Politics

Terms One and Two

Content of study	Edexcel A Level Politics Component 1: UK Politics
What are the aims and objectives of this term?	Prepare students with the knowledge and skills required for Component 1 of the A Level examination. A full knowledge content guide can be found on the Edexcel website: https://qualifications.pearson.com/content/dam/pdf/A%20Level/Politics/2017/Specification%20and%20sample%20assessments/A-level-Politics-Specification.pdf This option allows students to study in depth • Democracy & Participation • Political Parties Knowledge gained Democracy & Participation 1.1 Current systems of representative democracy and direct democracy. • The features of direct democracy and representative democracy. • The similarities and differences between direct democracy and representative democracy. • Advantages and disadvantages of direct democracy and representative democracy and consideration of the case for reform. 1.2 A wider franchise and debates over suffrage. • Key milestones in the widening of the franchise in relation to class, gender, ethnicity and age, including the 1832 Great Reform Act and the 1918, 1928 and 1969 Representation of the People Acts. • The work of the suffragists/suffragettes to extend the franchise. The work of a current movement to extend the franchise. Political Parties 2.1 Political parties. • The functions and features of political parties in the UK's representative democracy. • How parties are currently funded and debates on the consequences of the current funding system. 2.2 Established political parties. • 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 on the

	economy, law and order, welfare and foreign affairs. Political skills: • AO1 - Demonstrate knowledge and understanding of political institutions, processes, concepts, theories and issues. • AO2 - Analyse aspects of politics and political information, including in relation to parallels, connections, similarities and differences. • AO3 - Evaluate aspects of politics and political information, including to construct arguments, make substantiated judgements and draw conclusions.
What previous knowledge is required?	Contextual knowledge of UK Politics - What are the features of UK Politics? - What is the role of the Prime Minister? - What are Human Rights? - What are the current political parties of the UK
How will this term's content help with future learning?	These topics prepare students for the examination Paper 1 of the A Level. Terms 2-4 of Year 12 completes the units of Democracy and Participation & Political Parties

Terms Three and Four

Content of study	Edexcel A Level Politics Component 1: UK Politics (*Component code: 9PL0/01)
What are the aims and objectives of this term?	Prepare students with the knowledge and skills required for Component 1 of the A Level examination. A full knowledge content guide can be found on the Edexcel website https://qualifications.pearson.com/content/dam/pdf/A%20Level/Politics/2017/Specification%20and%20sample%20assessments/A-level-Politics-Specification.pdf Throughout Terms 3 and 4, students will study in depth: • Core Political Ideas (Conservatism / Socialism) • UK Government Knowledge gained for Democracy & Participation 3.1 The structure, role, and powers of the Executive. • Its structure, including Prime Minister, the Cabinet, junior ministers and government departments. • Its main roles, including proposing legislation, proposing a budget, and making policy decisions within laws and budget. • The main powers of the Executive, including Royal Prerogative powers, initiation of legislation and secondary legislative power. 3.2 The concept of ministerial responsibility. • The concept of individual ministerial responsibility. • The concept of collective ministerial responsibility.

3.3 The Prime Minister and the Cabinet.

3.3.1 The power of the Prime Minister and the Cabinet.

- The factors governing the Prime Minister's selection of ministers.
- The factors that affect the relationship between the Cabinet and the Prime Minister, and the ways they have changed, and the balance of power between the Prime Minister and the Cabinet.

3.3.2 The powers of the Prime Minister and the Cabinet to dictate events and determine policy.

- Students must study the influence of one Prime Minister from 1945 to 1997 and one post-1997 Prime Minister.
- Students may choose any pre-1997 and any post-1997 Prime Minister, provided that they study them in an equivalent level of detail, covering both events and policy, with examples that illustrate both control and a lack of control.

2.1 The structure and role of the House of Commons and House of Lords.

- The selection of members of the House of Commons and House of Lords, including the different types of Peers.
- The main functions of the House of Commons and House of Lords and the extent to which these functions are fulfilled.

2.2 The comparative powers of the House of Commons and House of Lords.

- The exclusive powers of the House of Commons.
- The main powers of the House of Lords.
- Debates about the relative power of the two Houses.

Knowledge Gained For Core Political Ideas (Conservatism)

Core ideas and principles of conservatism and how they relate to human nature, the state, society and the economy:

- pragmatism – flexible approach to society with decisions made on the basis of what works – to cover links between pragmatism and traditional conservative and one-nation philosophy
- tradition – accumulated wisdom of past societies and a connection between the generations – to cover how this creates stability, links with organic change, and enhances humans' security
- human imperfection – humans are flawed which makes them incapable of making good decisions for themselves – to cover the three aspects of psychological, moral and intellectual imperfection
- organic society/state – society/state is more important than any individual parts – to cover how this links to the

underpinning of the beliefs of authority and hierarchy, and a cohesive society

- *paternalism – benign power exerted from above by the state, that governs in the interests of the people – to cover the different interpretations by traditional (an authoritarian approach, the state knows what is best so the people must do what they are told) and one-nation conservatives (there is an obligation on the wealthy to look after those who are unable to look after themselves) and why it is rejected by New Right Conservatives*
- *libertarianism (specifically neo-liberalism) – upholds liberty, seeking to maximise autonomy and free choice, mainly in the economy – to cover the moral and economic values associated with this idea.*

The differing views and tensions within conservatism:

- *traditional conservative – commitment to hierarchical and paternalistic values*
- *one-nation conservative – updating of traditional conservatism in response to the emergence of capitalism*
- *New Right – the marriage of neo-liberal and neoconservative ideas and include:*
 - o neo-liberal: principally concerned with free-market economics and atomistic individualism*
 - o neo-conservative: principally concerned with the fear of social fragmentation, tough on law and order and public morality.*

The Conservative Thinkers:

Thomas Hobbes (1588–1679)

- *Order – an ordered society should balance the human need to lead a free life.*
- *Human nature – humans are needy, vulnerable and easily led astray in attempts to understand the world around them.*

Edmund Burke (1729–1797)

- *Change – political change should be undertaken with great caution and organically.*
- *Tradition and empiricism – practices passed down for generations should be respected.*

Michael Oakeshott (1901–1990)

- *Human imperfection – suggestion that society is unpredictable and humans are imperfect.*
- *Pragmatism – belief that conservatism is about being pragmatic.*

Ayn Rand (1905–1982)

- *Objectivism – this advocates the virtues of rational self-interest.*
- *Freedom – this supports a pure, laissez-faire capitalist economy.*

Robert Nozick (1938–2002)

	• <i>Libertarianism – based on Kant’s idea that individuals in society cannot be treated as a thing, or used against their will as a resource.</i> • <i>Self-ownership – individuals own their bodies, talents, abilities and labour.</i> Political skills: • AO1 - Demonstrate knowledge and understanding of political institutions, processes, concepts, theories and issues. • AO2 - Analyse aspects of politics and political information, including in relation to parallels, connections, similarities and differences. • AO3 - Evaluate aspects of politics and political information, including to construct arguments, make substantiated judgements and draw conclusions.
What previous knowledge is required?	Contextual knowledge of UK Politics - What are the features of UK Government? - What is the role of the Prime Minister / Executive? - What beliefs to Conservatives and Socialists have?
How will this term’s content help with future learning?	These topics prepare students for Paper 1 and 2 of the A Level.
Terms Four and Five	
Content of study	Edexcel A Level Politics Component 1: UK Politics (*Component code: 9PL0/01)
What are the aims and objectives of this term?	Prepare students with the knowledge and skills required for Component 1 of the A Level examination. A full knowledge content guide can be found on the Edexcel website: https://qualifications.pearson.com/content/dam/pdf/A%20Level/Politics/2017/Specification%20and%20sample%20assessments/A-level-Politics-Specification.pdf Throughout Terms 4-5, students will study in depth: • Preparation / revision techniques for Year 12 exams • Non Core Political Idea (Ecologism)) • UK Government – Relations Between Institutions <i>Relations Between The Institutions:</i> <i>4.1 The Supreme Court and its interactions with, and influence over, the legislative and policy-making processes.</i> • <i>The role and composition of the Supreme Court.</i> • <i>The key operating principles of the Supreme Court, including judicial neutrality and judicial independence and their extent.</i>

- *The degree to which the Supreme Court influences both the Executive and Parliament, including the doctrine of ultra vires and judicial review.*

4.2 The relationship between the Executive and Parliament.

- *The influence and effectiveness of Parliament in holding the Executive to account.*
- *The influence and effectiveness of the Executive in attempting to exercise dominance over Parliament.*
- *The extent to which the balance of power between Parliament and the Executive has changed.*

4.3 The aims, role and impact of the European Union (EU) on the UK government.

- *The aims of the EU, including the 'four freedoms' of the single market, social policy, and political and economic union, and the extent to which these have been achieved.*
- *The role of the EU in policy making.*
- *The impact of the EU, including the main effects of at least two EU policies and their impact on the UK political system and UK policy making.*

4.4 The location of sovereignty in the UK political system.

- *The distinction between legal sovereignty and political sovereignty.*
- *The extent to which sovereignty has moved between different branches of government.*
- *Where sovereignty can now be said to lie in the UK.*

Part One – Core Political ideologies – Liberalism

Core Knowledge

Core ideas and principles of liberalism and how they relate to human nature, the state, society and the economy:

- *individualism – the primacy of the individual in society over any group – to cover egoistical individualism and developmental individualism*
- *freedom/liberty – the ability and right to make decisions in your own interests based on your view of human nature – to cover how liberals guarantee individual freedom, the link between freedom and individualism, that freedom is 'under the law'*
- *state – it is 'necessary' to avoid disorder, but 'evil' as it has potential to remove individual liberty, thus should be limited; this is linked to the liberal view of the economy*
- *rationalism – the belief that humans are rational creatures, capable of reason and logic – to cover how rationalism underpins an individual's ability to define their own best interests and make their own moral choices, creating a progressive society*
- *equality/social justice – the belief that individuals are of equal value and that they should be treated impartially and fairly by society – to cover foundational and formal equality, and equality of opportunity*

	• <i>liberal democracy – a democracy that balances the will of the people, as shown through elections, with limited government (state) and a respect for civil liberties in society – to cover why liberals support it as well as why they are concerned about it.</i> Core Thinkers for Liberalism John Locke (1632-1704) • Social contract theory – society, state and government are based on a theoretical voluntary agreement. • Limited government – that government should be limited and based on consent from below. Mary Wollstonecraft (1759–97) • Reason – women are rational and independent beings capable of reason. • Formal equality – in order to be free, women should enjoy full civil liberties and be allowed to have a career. John Stuart Mill (1806-73) • Harm principle – that individuals should be free to do anything except harm other individuals. • Tolerance – belief that the popularity of a view does not necessarily make it correct. John Rawls (1921-2002) • Theory of justice – opinion that society must be just and guarantee each citizen a life worth living. • The veil of ignorance – a hypothetical scenario where individuals agree on the type of society they want from a position where they lack knowledge of their own position in society. Betty Friedan (1921-2006) • Legal equality – women are as capable as men and that oppressive laws and social views must be overturned. • Equal opportunity – women are being held back from their potential because of the limited number of jobs that are ‘acceptable’ for women. Political skills: • AO1 - Demonstrate knowledge and understanding of political institutions, processes, concepts, theories and issues. • AO2 - Analyse aspects of politics and political information, including in relation to parallels, connections, similarities and differences. • AO3 - Evaluate aspects of politics and political information, including to construct arguments, make substantiated judgements and draw conclusions.
What previous knowledge is required?	Contextual knowledge of UK Politics - What are the features of UK Government? - What is the role of the Prime Minister / Executive / EU / Supreme Court? - What beliefs do Ecologists have?
How will this term's content help with future learning?	These topics prepare students for Paper 1 and 2 of the A Level.
Terms Five and Six	

Content of study	Edexcel A Level Politics Component 1: UK Politics (*Component code: 9PL0/01)
What are the aims and objectives of this term?	Prepare students with the knowledge and skills required for Component 1 of the A Level examination. A full knowledge content guide can be found on the Edexcel website https://qualifications.pearson.com/content/dam/pdf/A%20Level/Politics/2017/Specification%20and%20sample%20assessments/A-level-Politics-Specification.pdf Throughout Terms 5-6, students will study in depth: • Preparation / revision techniques for Year 12 exams • Non Core Political Idea (Ecologism)) • UK Government – Relations Between Institutions Relations Between The Institutions: 4.1 The Supreme Court and its interactions with, and influence over, the legislative and policy-making processes. • The role and composition of the Supreme Court. • The key operating principles of the Supreme Court, including judicial neutrality and judicial independence and their extent. • The degree to which the Supreme Court influences both the Executive and Parliament, including the doctrine of ultra vires and judicial review. 4.2 The relationship between the Executive and Parliament. • The influence and effectiveness of Parliament in holding the Executive to account. • The influence and effectiveness of the Executive in attempting to exercise dominance over Parliament. • The extent to which the balance of power between Parliament and the Executive has changed. 4.3 The aims, role and impact of the European Union (EU) on the UK government. • The aims of the EU, including the ‘four freedoms’ of the single market, social policy, and political and economic union, and the extent to which these have been achieved. • The role of the EU in policy making. • The impact of the EU, including the main effects of at least two EU policies and their impact on the UK political system and UK policy making. 4.4 The location of sovereignty in the UK political system. • The distinction between legal sovereignty and political sovereignty. • The extent to which sovereignty has moved between different branches of government. • Where sovereignty can now be said to lie in the UK.

Ecologism option

Ecologism is a reaction against the process of industrialisation and urbanisation. It promotes sustainability and believes that a fulfilling existence needs to be based on a radical altering of our relationship with non-human nature and our social and political life.

There are three content areas for this option:

1. Ecologism: core ideas and principles
2. Different types of ecologism
3. Ecologist thinkers and their ideas.

1. Core ideas and principles of ecologism and how they relate to human nature, the state, society and the economy:

- ecology – to cover the extent to which the study of the relationship between living beings and the environment has implications for deep- and shallow-green views of the state, society and the economy
- holism – to cover the opposition to the mechanistic world view of post-Enlightenment science that dominates the state and society in its view of the non-human world and the economy
- environmental ethics – developing new moral standards and values for human relations with each other and the non-human world, which will underpin the state, society and economy – to cover the nature of ethics and how far they extend
- environmental consciousness – a state of being where one's sense of self is fully realised by a deep identification with the non-human world – to cover the extent to which there needs to be a radical change in human nature and society
- post-materialist and anti-consumerism – to cover the criticisms of materialism and consumerism and how to move beyond them
- sustainability – the capacity of the ecological system to maintain its health over time – to cover the need for, type and way of delivering sustainability, which has implications for the state, society and the economy.

1. The different types of ecologism:

- deep green – environmental consciousness, ecocentrism and strong sustainability
- shallow green – enlightened anthropocentrism and weak sustainability
- social ecology – environmental degradation can be linked to existing social structures and sustainability is linked to radical social change
 - o eco-socialism
 - o eco-anarchism
 - o eco-feminism.

2. The key ideas of the following thinkers, to exemplify the content from areas 1 and 2:

	Aldo Leopold (1887–1948) • The land ethic – extends the community to include the nonhuman world and preserving the integrity, stability and beauty of the biotic community. • Conservation fails – as it is still based on an economic model rather than moving beyond economics to a new human-land relationship. Rachel Carson (1907–1964) • The state and society does not have the authority to dominate nature – the long-term effects of chemical pesticide use impact sustainability. • Nature should be seen holistically – it does not exist for the convenience of man. E. F. Schumacher (1911–1977) • Buddhist economics – economics as if people mattered, with the aim of the maximum of wellbeing with the minimum of consumption. • Traditional economics – based on the fallacy that goods are more important than humans and that materialism is more important than human creative activity. Murray Bookchin (1921–2006) • The environmental crisis emerges from existing social structures of oppression – so social structures and the state must be overthrown. • Lessons should be learned from ecology – the future should be built around decentralised societies, organised as a collection of self-sufficient communes. Carolyn Merchant (1936–) • The oppression and death of nature are linked to gender oppression – so radical, societal restructuring of gender relations is needed. • Opposition to the mechanistic, male view of science and nature – this dominates society as it is not holistic. Knowledge Gained For Non - Core Political Ideas (Ecologism) Core ideas and principles of ecologism and how they relate to human nature, the state, society and the economy: Differing views and tensions within ecologism • shallow green ecologism – the anthropocentric approach in which humans are at the core • deep green ecologism – the ecocentric approach in which nature is at the core Political skills:
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	• AO1 - Demonstrate knowledge and understanding of political institutions, processes, concepts, theories and issues. • AO2 - Analyse aspects of politics and political information, including in relation to parallels, connections, similarities and differences. • AO3 - Evaluate aspects of politics and political information, including to construct arguments, make substantiated judgements and draw conclusions.
What previous knowledge is required?	Contextual knowledge of UK Politics - What are the features of UK Government? - What is the role of the Prime Minister / Executive / EU / Supreme Court? - What beliefs do Ecologists have?
How will this term's content help with future learning?	These topics prepare students for Paper 1 and 2 of the A Level.
Other	
Resources	All students should have their own copy of the Edexcel AS and A Level Politics text book (978-1292187020). Support is given to students who may need help accessing this resource All lesson resources will be placed in each class's Teams area in Microsoft Teams. Students can also access a wide range of resources in the Student Shared Resources on SharePoint. They will find practise exam questions/papers along with exemplar material, revision guides, revision activities and knowledge retention activities. https://cornwallisacademy.sharepoint.com/cws/curriculum/hist/Student%20Shared%20Documents?viewid=9edd3619%2D778f%2D414c%2D7a8%2D7b0d8ed05f2&id=%2F7a8%2D7b0d8ed05f2%2FStudent%20Shared%20Documents Cornwallis Academy History Department's YouTube Channel has playlists of revision and support videos https://www.youtube.com/channel/UCNi6BbUzvcHv62zR6ifualA/featured
Links to the national curriculum/specification	Edexcel A Level Politics https://qualifications.pearson.com/content/dam/pdf/A%20Level/Politics/2017/Specification%20and%20sample%20assessments/A-level-Politics-Specification.pdf 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. https://www.gov.uk/government/publications/national-curriculum-in-england-history-programmes-of-study
Assessments	Both at home and in lessons, students will be assessed on individual exam style questions on a regular basis. The core skills are taken from the Specification and Past Examinations. Students can also access a wide range of resources in the Student Shared Resources on SharePoint. They will find practise exam questions/papers along with exemplar material, revision guides, revision activities and knowledge retention activities. https://cornwallisacademy.sharepoint.com/cws/curriculum/hist/Student%20Shared%20Documents?viewid=9edd3619%2D778f%2D414c%2Db7a8%2Da7b0d8ed05f2&id=%2Fcws%2Fcurriculum%2Fhist%2FStudent%20Shared%20Documents