

	Paper 1-Government and Politics of the UK	Paper 1- Government and Politics of the UK	Paper 1- Government and Politics of the UK	Paper 1- Government and Politics of the UK	Paper 2 US Government and Comparative Politics and Paper 3-Political ideas
	Concepts/Tier 3 Vocabulary Democracy and Participation British Constitution	Concepts/Tier 3 Vocabulary Pressure Groups Parliament	Concepts/Tier 3 Vocabulary Prime Minister and Cabinet Judiciary	Concepts/Tier 3 Vocabulary Devolution European Union Political Parties Elections and Referendums	Concepts/Tier 3 Vocabulary Paper 2- US Constitution Paper 3- Liberalism
Year 12	<p>Justification:</p> <p>Students begin with 2 topics which introduce the key foundation blocks of political institutions. The democracy and participation topic examines the development of democracy over time in the UK and how suffrage has changed since the Great Reform Act 1832. Students evaluate the significance of the Chartists, suffragists and suffragettes. Students also assess the nature and types of democracy including direct and representative democracies. Student also look at patterns and trends in participation by social class, age, gender, ethnicity and region. Students also examine the nature and sources of the British Constitution and the historical development of rights in the UK from the Magna Carta [1215] Bill of Rights [1689] and the European Communities Act [1972]. Students analyse and evaluate two constitutional changes since 1997 including the establishment of devolution and the adoption of the Human Rights Act.</p>	<p>Justification:</p> <p>Students continue to develop their political understanding by examining the role of Pressure groups in a democratic system. Students analyse and evaluate the methods and typologies of pressure groups and consider the reasons why some pressure have more success than others such as resources, membership and strategic alliances. Students also begin to develop the use of contemporary examples of a range of insider and outsider pressure groups such the British Medical Association and Just Stop Oil. Students develop their knowledge and understanding of key political institutions by identifying the role of Parliament in scrutinising the Executive. Students assess the significance of the Commons and Lords and the extent of Parliament's influence on government decisions. Students analyse the role of the Opposition, Party discipline and the role of MPs and peers.</p>	<p>Justification:</p> <p>Students further develop their knowledge of the Government when examining the PM and Cabinet. This builds on their knowledge of the role of MPs by considering the specific roles and powers of the Prime Minister. Students analyse and evaluate the relationship between the PM and cabinet the PM ability to dictate events. Students must complete a detailed analysis of 2 examples of the PM determining policy making. 1 example must be from 1945-1997 such as the Poll Tax [1990] and 1 example must be 1997-present such as the invasion of Iraq [2003]. Students also analyse the role of Cabinet ministers linked to the doctrine of Collective Responsibility and Individual Ministerial Responsibility. Example must include the resignation of Sir Thomas Dugdale [Crichel Down 1954] and the resignation of Iain Duncan Smith over Welfare reforms [2016]. Students develop the analysis and evaluation of the composition of Judiciary. Consideration is given to the role of the Supreme Court and its impact on government and legislative process. Students assess the powers of the Supreme Court since the</p>	<p>Justification:</p> <p>Students build on their knowledge of the constitutional reform of devolution by examining the roles, powers and responsibilities of the devolved assemblies in Scotland, Wales and Northern Ireland. Students also debate the calls for greater devolution in England and the impact the process of devolution has on the government of the UK. Students continue to develop their analysis of multi-level governance by examining the aims of the European Union. Students consider the impact of the EU on the UK in terms of the constitution, parliament, executive, judiciary, political parties and pressure groups. Continuing from their knowledge of Parliament students identify and examine the party structure and function of the Conservative, Labour and Liberal Democrat parties. Students identify and explain the origins, ideas and development and how these shape their current policies. Linked to what political parties stand for the final topic of elections and referendums</p>	<p>Justification:</p> <p>In Paper 2, students examine the US Political system drawing comparisons with the UK considering structural, rational and cultural factors. Students firstly examine the first of the 3 branches of government. Students examine the nature and significance of the US Constitution and evaluate debates concerning the importance of the US Constitution to the workings of contemporary US government. Students also examine the protection of civil liberties and rights under the US Constitution, Bill of Rights, and Supreme Court rulings.</p> <p>In Paper 3 students consider Political ideas beginning with Liberalism as this underpins all political philosophy ties in with the principles of the US Constitution. Students examine the Liberal view of society focusing on their view of the state, society, human nature and economy. Students examine the tensions and similarities between key</p>

			Constitutional Reform Act 2005 and increased separation of powers.	examines the electoral systems used in parliamentary elections and in elections to the devolved bodies. Students must examine 3 General Elections including 1997 , one from before 1997 and one since 1997. Students analyse the patterns of voting behaviour, the influence of the media on outcomes and the role and the impact of party leadership on outcomes.	thinkers: Locke ,Mill, Green, Rawls and Freidan.
<ul style="list-style-type: none"> • Assessment: • Students are assessed frequently using past paper questions and marked against exam criteria and assessment objectives. • Year 12 PPE consists of 1 paper covering Paper 1 topics • Students complete DIRT feedback following each assessment and complete standardised feedback sheet followed by re-writing sections of essays. 					

	Paper 2 and Paper 3	Paper 2 and Paper 3	Paper 2 and Paper 3	Revision	External exams
Year 13	Concepts/Tier 3 Vocabulary US Supreme Court and US President Paper 3- Conservatism	Concepts/Tier 3 Vocabulary Paper 2- US Electoral process and US Political Parties Paper 3- Socialism	Concepts/Tier 3 Vocabulary Paper 2-US Pressure groups and Civil Rights Paper 3- Feminism		
	Justification: In Paper 2, students examine the second branch of government and draw comparisons between the UK and US Supreme Court. Students analyse the process of selection and composition of the Supreme Court and evaluate two examples of landmark rulings and related	Justification: In Paper 2, students continue to develop their knowledge of the US Electoral system drawing comparisons with the UK electoral process. Students analyse and evaluate the candidate and nomination process, the impact of	Justification: In paper 2,students examine US pressure groups drawing out similarities and differences with UK pressure groups, Students analyse the extent of political pluralism in the USA, typologies of pressure groups and methods and tactics used by pressure groups to influence decision	Students revise topics from Paper 1 and continue to make synoptic links between the topics across all 3 papers.	

<p>controversies. Students also look in depth at key landmark cases including Brown vs Topeka Board of Education [1954], Roe vs Wade [1973] and Bush vs Gore [2000]. Students continue to compare the US to the UK political system when examining the US President. Students evaluate the sources of presidential power as well as the difference between formal and informal powers.</p> <p>In Paper 3, students continue to develop their knowledge of political ideas by examining Conservatism and their views on the state, society human nature and the economy. Key thinkers covered include: Burke, Hobbes, Oakeshott, Rand and Nozick.</p>	<p>electoral college system and factors determining electoral outcomes such as money, media, leadership and incumbency. In the US Political Parties topic, students examine the ideological changes in both the Democratic and Republican parties making them more distinct and polarized. Students analyse and evaluate the factionalised nature of parties and internal divisions and the two-party dominance in US politics.</p> <p>In Paper 3, students examine Socialism and its origins in the mid-19th Century. Students focus on the views of Socialist thinkers on society, human nature, state and the economy. Socialist thinkers to be examined include Marx and Engels, Luxemburg, Webb, Crosland and Giddens.</p>	<p>making. Building on their knowledge of US Judicial system and influential pressure groups students finally examine Civil rights. Students analyse and evaluate the protection of civil liberties and rights under: the constitution, the Bill of Rights and landmark rulings of the Supreme Court. Students also debate and assess the impact of salient political issues concerning civil rights and liberties on US politics in relation to abortion, sexuality and right to bear arms.</p> <p>In paper 3, students examine the tensions and similarities within Feminist thought and its core values. Key thinkers include Perkins Gilman, de Beauvoir, Millet, hooks and Rowbotham.</p>		
<p>Assessment:</p> <ul style="list-style-type: none"> • Students are assessed frequently using past paper questions and marked against exam criteria and assessment objectives. • Year 13 PPE consists of 2 papers- Paper1 and a second paper covering Paper 2/3 topics covered by January. • Students complete DIRT feedback following each assessment and complete standardised feedback sheet followed by re-writing sections of essays. 				
<p>Wider reading/Cultural capital: Students are provided with wider reading-including articles from Politics Review magazine. All students can attend the sixth form debate club run by the Humanities department each week.</p>				