

Scheme of work: Government and politics of the UK

This scheme of work suggests how to deliver the government and politics of the UK section of our A-level Politics specification (7152).

Year 1: Autumn term

Week	Specification content	Activities	Notes	Resources
1	UK constitution 3.1.1.1	<p>What is a constitution?</p> <p>Students should design their own constitution, looking at how they would set up an executive, legislature, judiciary, rights, elections and multilevel governance.</p> <p>They should then find out how each element of the constitution works in the UK.</p>		<p>Various chapters in <i>UK Government and Politics for AS/A Level</i> by Philip Lynch, Paul Fairclough and Toby Cooper (2017, 5th ed.) – students should use the contents and index to research.</p> <p>University College London's Constitution Unit</p>
	<p>UK constitution 3.1.1.1:</p> <ul style="list-style-type: none"> • nature and sources • issues and debates around recent constitutional change. 	<p>Students should complete a table showing:</p> <ul style="list-style-type: none"> • clear definitions of each source • evidence that source is increasingly important • evidence that source is not 	<p>Students should understand whether constitutional change since 1997 has affected the importance of the various sources.</p>	<p>Chapter 3 in <i>UK Government and Politics for AS/A Level</i></p> <p>UCL Constitution Unit</p>

		increasingly important.		
2	<p>UK constitution 3.1.1.1:</p> <ul style="list-style-type: none"> • nature and sources • issues and debates about recent constitutional changes. 	<p>Short answer question: explain and analyse the significance of three sources of the British constitution. (9 marks)</p>	<p>Review against the SAMs mark scheme</p>	<p>House of Commons' Political and Constitutional Reform Committee report: The UK Constitution: A summary, with options for reform</p>
	<p>UK constitution 3.1.1.1:</p> <ul style="list-style-type: none"> • issues and debates about recent constitutional changes • debates about the extent of rights in the UK • areas where individual and collective rights are in agreement and where they are in conflict. 	<p>Students should note the key constitutional changes since 1997, and categorise them according to how they affect rights, decentralisation of power, elections, parliament, judiciary and participation.</p> <p>Essay: 'the British constitution has been transformed in recent years'. Analyse and evaluate this statement. (25 marks)</p>		<p>'Constitutional Reform: Unfinished business?' by Kay Moxon in <i>Politics Review Vol.23</i>, 2013-14, No.3, Feb.</p> <p>'Coalition government: a new era of constitutional reform?' by Philip Norton in <i>Politics Review Vol. 21</i>, 2011-12, No.2, Nov.</p> <p>Chapter 3 in <i>UK Government and Politics for AS/A Level</i></p>
3	<p>UK constitution 3.1.1.1:</p> <ul style="list-style-type: none"> • debates about the extent of rights in the UK • areas where individual and collective rights are in agreement and where they are in conflict. 	<p>Debate: should the UK scrap the Human Rights Act?</p>		<p>Chapters 3 and 7 in <i>UK Government and Politics for AS/A Level</i></p> <p>'The Tories must make the case for a Bill of Rights', <i>The Telegraph</i>, May 2015</p> <p>'The Conservatives must accept the Human Rights Act, and move on' by Keir Starmer, <i>The Guardian</i>,</p>

				<p>May 2016</p> <p>Timeline of campaigns by campaign group, Liberty</p>
	<p>UK and devolution 3.1.1.5: the roles, powers and responsibilities of the different devolved bodies in the UK.</p>	<p>Students should produce profiles of the various devolved assemblies, focusing on the respective powers that each holds.</p>		<p>Chapter 4 in <i>UK Government and Politics for AS/A Level</i></p>
4	<p>UK and devolution 3.1.1.5:</p> <ul style="list-style-type: none"> • debate around devolution in England • existing devolution in England • impact of devolution on government of the UK. 	<p>Short answer question: explain and analyse the impact of devolution in the UK (9 marks)</p>	<p>Students should be aware that devolution is 'unfinished' and remains an ongoing process.</p>	<p>'Sovereignty and devolution: quasi-federalism?' by Vernon Bogdanor in <i>Politics Review</i>, Vol. 19, 2009-2010, No. 3, Feb.</p> <p>BBC's Q&A: The West Lothian Question</p> <p>BBC's English votes for English laws explained</p>
	<p>UK – European Union 3.1.2.5: EU institutions.</p>	<p>Students should research the membership and powers of the various institutions of the EU.</p> <p>Students should produce a diagram/flowchart showing how policy gets made in the EU.</p>		<p>Chapter 8 in <i>UK Government and Politics for AS/A Level</i></p> <p>Europa.EU profiles of EU institutions</p> <p>'The European Parliament: does it matter?' by Richard Whitaker in <i>Politics Review</i>, Vol. 23, 2013-14, No. 3, Feb.</p>

5	<p>UK – European Union 3.1.2.5:</p> <p>aims of the EU and the extent to which they have been achieved.</p>	<p>Students should prepare to debate the question: Has the EU failed?</p>		<p>Chapter 8 in UK Government and Politics for AS/A Level</p> <p>‘Can Europe be saved?’, <i>The Economist</i>, March 2017</p>
	<p>UK – European Union 3.1.2.5:</p> <p>the impact of the EU on UK politics and policy making.</p>	<p>Students should make a table showing examples of where the EU has affected the UK executive, legislature and judiciary.</p>		<p>Chapter 8 in <i>UK Government and Politics for AS/A Level</i></p> <p>UCL Constitution Unit ‘The UK and Europe’</p>
6	<p>UK – European Union 3.1.2.5:</p> <p>the impact of the EU on UK politics and policy making.</p>	<p>Students should make a table showing examples of where the EU has affected UK parties and elections.</p> <p>Essay: ‘the EU undermined democracy in the UK’. Analyse and evaluate this statement. (25 marks)</p>		<p>Chapter 8 in <i>UK Government and Politics for AS/A Level</i></p> <p>UCL Constitution Unit ‘The UK and Europe’</p> <p>The wide range of media coverage of the EU referendum.</p>
	<p>UK Parliament 3.1.1.2:</p> <p>the roles and influence of MPs and peers.</p>	<p>Students should produce a mock-up diary of a week in the life of an MP.</p>		<p>Chapter 5 in <i>UK Government and Politics for AS/A Level</i></p> <p>BBC documentaries ‘Inside the Commons’ and ‘Meet the Lords’</p>
7	<p>UK Parliament 3.1.1.2:</p> <ul style="list-style-type: none"> parliamentary debate 	<p>Students should produce a flow-chart representing the</p>		<p>The passage of a bill in the UK Parliament</p>

	<ul style="list-style-type: none"> the legislative process. 	<p>passage of a bill.</p> <p>Students should develop their own idea for a bill and test its passage through the various stages.</p>		<p>'The House of Commons: a pit of partisan jeering?' by Peter Riddell in <i>Politics Review</i>, Vol.21, 2011-12, No.4, Apr.</p>
	<p>UK Parliament 3.1.1.2:</p> <ul style="list-style-type: none"> theories of representation: <ul style="list-style-type: none"> Burkean delegate mandate theories. 	<p>Students should split into different political parties and vote on different issues according to the different models of representation.</p>		<p>Chapter 5 in <i>UK Government and Politics for AS/A Level</i></p> <p>Video - Ken Clarke: why I'm voting against Article 50</p>
8	<p>UK Parliament 3.1.1.2:</p> <ul style="list-style-type: none"> scrutiny of the executive and how effective scrutiny of the executive is in practice work of committees role of the opposition parliamentary debate and the legislative process. 	<p>Students should compile notes on each power available to Parliament to scrutinise the executive. Each power should have examples of when it has been used.</p>		<p>Chapter 5 in <i>UK Government and Politics for AS/A Level</i></p> <p>'Parliament: an effective check on coalition government?' by Alexandra Kelso in <i>Politics Review</i>, Vol. 22, 2012-13, No.2, Nov.</p>
	<p>UK Parliament 3.1.1.2:</p> <ul style="list-style-type: none"> scrutiny of the executive and its effectiveness, in practice work of committees role of the opposition parliamentary debate and 	<p>Students should construct profiles of various committees, including Public Accounts Committee, Liaison Committee, another select committee and a public bill committee.</p>		<p>Chapter 5 in <i>UK Government and Politics for AS/A Level</i></p> <p>'AS focus on The Backbench Business Committee' in <i>Politics Review</i>, Vol. 24, 2014-15, No. 4, Apr.</p>

	the legislative process.			<p>'AS focus on Departmental Select Committees', <i>Vol. 22, 2012-13, No. 4, Apr.</i></p> <p>Transcript of exchange between Peter Luff MP and Tony Blair at Liaison Committee</p>
9	UK Parliament 3.1.1.2: the extent of Parliament's influence on government decisions.	Essay: 'the UK Parliament is ineffective in holding the government to account'. Analyse and evaluate this statement. (25 marks)		As above.
	UK Prime Minister/cabinet 3.1.1.3: how policy is made.	Students should produce a spider diagram showing the roles of prime minister, cabinet and civil service in policy-making.		Chapter 6 in <i>UK Government and Politics for AS/A Level</i>
10	UK Prime Minister/cabinet 3.1.1.3: the relationship between Prime Minister and cabinet.	Students should compare the main successes and failures of recent prime ministers. Debate: who was the most successful prime minister from 1997-present?		<p>Chapter 6 in <i>UK Government and Politics for AS/A Level</i></p> <p>'Cameron as prime minister: a verdict' by Neil McNaughton and Eric Magee in <i>Politics Review, Vol. 26, 2016-17, No. 4, Apr.</i></p> <p>'Gordon Brown: a failed prime minister' by Richard Heffernan in <i>Politics Review, Vol. 20, 2010-11, No. 1, Sept.</i></p>
	UK Prime Minister/cabinet	Students should assess the role		Chapter 6 in <i>UK Government and</i>

	3.1.1.3: the relationship between Prime Minister and cabinet.	of cabinet in recent administrations. Short answer question: explain and analyse the significance of the UK cabinet. (9 marks)		<i>Politics for AS/A Level</i> 'Is cabinet government back' by Ian Richards in <i>Politics Review</i> , Vol.21, 2011-12, No. 4, Apr. 'Do ministers matter?' by Martin Smith in <i>Politics Review</i> , Vol. 20, 2010-11, No. 3, Feb.
11	UK Prime Minister/cabinet 3.1.1.3: the difference between individual and collective ministerial responsibility.	Students should produce a table showing definitions of CR and IMR, an explanation of why both are important to the UK system of government, with examples of both being applied and ignored.		Chapter 6 in <i>UK Government and Politics for AS/A Level</i> Collective cabinet responsibility in the EU referendum by Dr Catherine Haddon, Institute for Government, Jan 2016 Westminster Hall debate on collective responsibility in the coalition 'The cabinet: is there still collective cabinet responsibility?' by Mark Bennister in <i>Politics Review</i> , Vol. 26, 2016-17, No.4, Apr.
	UK Prime Minister/cabinet 3.1.1.3: the difference between individual and collective ministerial responsibility.	Students should produce a table showing definitions of CR and IMR, an explanation of why both are important to the UK system of government, with examples of both being applied		Chapter 6 in <i>UK Government and Politics for AS/A Level</i> 'Ministerial Responsibility after Huhne' by Dr Mike Gordon at UK Constitutional Law Association

		and ignored. Essay: 'the principles of collective responsibility and individual ministerial responsibility are no longer important'. Analyse and evaluate (25 marks)		
12	UK Prime Minister/cabinet 3.1.1.3: the power of the Prime Minister and cabinet.	Students should assess the range of factors that determine prime ministerial power.		'Prime ministerial power: has it changed since 1997?' by Richard Heffernan in <i>Politics Review</i> , Vol. 23, 2013-14, No. 2, Nov.
	UK Prime Minister/cabinet 3.1.1.3: the power of the Prime Minister and cabinet.	Essay: 'there are many factors that give the prime minister power over cabinet colleagues.' Analyse and evaluate this statement. (25 marks)	Review against the SAMs mark scheme.	Chapter 6 in <i>UK Government and Politics for AS/A Level</i>

Year 1: Spring term

Week	Specification content	Activities	Notes	Resources
1	UK democracy 3.1.2.1: the nature of democracy.	Students outline the key features of a democratic society and consider the criteria that should be used to measure whether a country is democratic. Debate: what makes a nation democratic?		Chapters 1, 2 and 9 in <i>UK Government and Politics for AS/A Level</i> by Philip Lynch, Paul Fairclough and Toby Cooper (2017, 5 th ed.)

	<p>UK democracy 3.1.2.1:</p> <ul style="list-style-type: none"> different types of democracy: <ul style="list-style-type: none"> direct democracy representative government. 	<p>Students should produce a diagram showing the similarities and differences between direct and representative democracy.</p>		<p>Chapter 9 in UK Government and Politics for AS/A Level.</p>
2	<p>UK democracy 3.1.2.1:</p> <ul style="list-style-type: none"> patterns of participation different forms of participation. 	<p>Students should produce a spider diagram showing different modes of participation in the UK, with examples of the extent of participation in each.</p> <p>Short answer question: explain and analyse three ways in which citizens can participate in the democratic process in the UK. (9 marks)</p>	<p>Participation might include voting, membership of political parties and any sort of pressure group activity.</p>	<p>'Democracy and participation: is there a participation crisis in the UK?' by Paul Whitehead in <i>Politics Review</i>, Vol. 19, 2009-10, No. 1, Sept.</p>
	<p>UK elections 3.1.2.2: electoral systems.</p>	<p>Students should produce clear notes on the workings and advantages and disadvantages of the electoral systems used in UK elections.</p>	<p>Students should be familiar with the full range of electoral systems used in regional and national assemblies.</p>	<p>Voting systems at the Electoral Reform Society</p>
3	<p>UK elections 3.1.2.2: electoral systems and the party system.</p>	<p>Essay: 'first-past-the-post should no longer be used for general elections in the UK'. Analyse and evaluate this statement. (25 marks)</p>		<p>Chapter 10 in <i>UK Government and Politics for AS/A Level</i></p> <p>'Assessing the UK's electoral systems: First-past-the-post revalidated?' by Richard Kelly in <i>Politics Review</i>, Vol. 25, 2015-16, No. 1, Sept.</p> <p>'Which electoral systems are best</p>

				for Westminster?' by Ron Johnston in <i>Politics Review</i> , Vol. 21, 2011-12, No. 2, Nov.
	UK elections 3.1.2.2: voting behaviour.	Students should look at the breakdown of voting behaviour in three general elections, including 1997, one before and one after, producing a profile of each election.	The specification states that students should have in-depth knowledge of the 1997 election, one before that and one since then. The elections should be chosen because they displayed the features outlined in the specification.	Chapter 11 in <i>UK Government and Politics for AS/A Level</i> BBC Bitesize guide to voting behaviour YouGov – how Britain voted in 2017 Ipsos MORI – how Britain voted in 1997
4	UK elections 3.1.2.2: <ul style="list-style-type: none"> • impact on the outcome of elections of: <ul style="list-style-type: none"> • media • policy • manifestos • campaigns • leadership. 	Students work in three groups researching the key events of one general election each. Students should debate which factors determined the result in each. The research should be developed into a presentation, focused on what happened and why.		Chapter 11 in <i>UK Government and Politics for AS/A Level</i> ‘1997: Labour landslide ends Tory rule’ at BBC News, April 2005
	UK elections 3.1.2.2: <ul style="list-style-type: none"> • impact on the outcome of election of: <ul style="list-style-type: none"> • media 	Students work in three groups researching the key events of one general election each. Students should debate which		Chapter 11 in <i>UK Government and Politics for AS/A Level</i>

	<ul style="list-style-type: none"> • policy • manifestos • campaigns • leadership. 	<p>factors determined the result in each.</p> <p>The research should be developed into a presentation, focused on what happened and why.</p>		
5	<p>UK elections 3.1.2.2:</p> <ul style="list-style-type: none"> • impact on the outcome of elections of: <ul style="list-style-type: none"> • media • policy • manifestos • campaigns • leadership. 	<p>Essay: 'The campaign is the most important factor in determining general election results in the UK'. Analyse and evaluate this statement. (25 marks)</p>		
	UK referendums 3.1.2.2	Students should produce a table showing the results of all referendums held in the UK.		<p>Chapter 10 in <i>UK Government and Politics for AS/A Level</i></p> <p>Wikipedia – referendums in the United Kingdom</p>
6	UK referendums 3.1.2.2	Debate: why did the UK vote to leave the EU in 2016?		<p>EU referendum analysis 2016, by the Political Studies Association</p> <p>'The EU referendum: the result explained' by John Curtice in <i>Politics Review</i>, Vol. 26, 2016-17, No. 1, Sept.</p>
	UK referendums 3.1.2.2	Essay plan: 'referendums are good for democracy'. Analyse		'Referendums: without a consensus, the answer is 'no' by

		and evaluate this view.		Anthony Batchelor in <i>Politics Review</i> , Vol. 21, 2011-12, No. 3, Feb. 'Referendums in the UK' by Matt Qvortrup in <i>Politics Review</i> , Vol. 18, 2008-09, No. 2, Nov.
7	UK political parties 3.1.2.3: the origins, ideas and development of the Conservative, Labour and Liberal Democrat parties and how these have helped shape their current policies.	Students should research and produce presentations on each of the three main parties.		Chapter 12 in <i>UK Government and Politics for AS/A Level</i>
	UK political parties 3.1.2.3: the origins, ideas and development of the Conservative, Labour and Liberal Democrat parties and how these have helped shape their current policies.	Students should produce a timeline of policies from the three parties located on the left/right spectrum.		Chapter 12 in <i>UK Government and Politics for AS/A Level</i> General election 2017: manifesto guide on where the parties stand – BBC News
8	UK political parties 3.1.2.3: party structures and functions.	Students should produce a grid showing how the three main parties elect their leaders, select candidates and make policy.		Chapter 12 in <i>UK Government and Politics for AS/A Level</i> Party conferences: what's the point?' by James Hobson in <i>Politics Review</i> , Vol. 24, 2014-15, No. 3, Feb.
	UK political parties 3.1.2.3:	Students should note the		Chapter 12 in <i>UK Government</i>

	issues and debates around party funding	existing rules on party funding and the proposals for reform. Students should research one party funding 'scandal' each.		<i>and Politics for AS/A Level</i> Electoral Commission: Donations and loans to political parties
9	UK political parties 3.1.2.3: issues and debates around party funding.	Extract question: analyse, evaluate and compare the arguments in the above article over a cap on individual donations to political parties. (25 marks) See AQA sample paper.	Review against the SAMs mark scheme.	'Debate: should political parties be funded by the state?' in <i>Politics Review</i> , Vol. 24, 2014-15, No. 3, Feb.
	UK political parties 3.1.2.3: policies of minor parties and their impact on political debates and political agenda.	Students should produce profiles of the minor parties.	Minor parties should include UKIP, the Green Party, the SNP, Plaid Cymru, Sinn Fein and the DUP.	Websites of the minor parties.
10	UK political parties 3.1.2.3: development towards a multi-party system and its impact on government and policy.	Students should produce clear definitions of each system. Students should show evidence that the UK has each of these party systems. Essay: 'the UK no longer has a two-party system.' Analyse and evaluate this statement. (25 marks)	Students should look beyond Westminster elections in assessing UK party systems.	Chapter 12 in <i>UK Government and Politics for AS/A Level</i> 'The UK party system: a two-party or a multi-party system?' by Thomas Quinn in <i>Politics Review</i> , Vol. 24, 2014-15, No. 3, Feb. 'Britain's multi-party systems' by Philip Lynch in <i>Politics Review</i> , Vol. 18, 2008-09, No. 3, Feb.
	UK pressure groups 3.1.2.4: <ul style="list-style-type: none"> typologies of pressure groups 	Students should define the various typologies, with examples.	In their research on pressure groups, students should look at their aims,	'Pressure groups: identifying the target for study' by Grant Jordan in <i>Politics Review</i> , Vol. 18, 2008-

	<ul style="list-style-type: none"> methods used by pressure groups. 	Students should produce profiles of a range of pressure groups, looking at two each and sharing their findings.	leadership, membership, methods, successes, failures and recent news stories.	09, No. 1, Sept. Websites of various pressure groups.
11	UK pressure groups 3.1.2.4: methods used by pressure groups.	Short answer question: explain and analyse three ways in which pressure groups seeks to influence government policy'. (9 marks)	See the SAMs mark scheme.	Chapter 5 in <i>AS UK Government and Politics</i> by Philip Lynch and Paul Fairclough (2013, 4 th ed.) 'Pressure groups: a new age of protest?' by Paul Fairclough in <i>Politics Review Vol. 21, 2011-12, No. 1, Sept.</i>
	UK pressure groups 3.1.2.4: factors likely to affect the political influence of different groups.	Debate: what factors make a pressure group successful?		Chapter 5 in <i>AS UK Government and Politics</i> by Philip Lynch and Paul Fairclough (2013, 4 th ed.) 'Pressure groups: what makes them successful?' by Paul Fairclough in <i>Politics Review, Vol. 23, 2013-14, No. 1, Sept.</i>
12	UK pressure groups 3.1.2.4: other influences on government and Parliament.	Profiles of the impact of at least one of each of the following: <ul style="list-style-type: none"> think tanks lobbyists corporations media. 		Chapter 5 in <i>AS UK Government and Politics</i> by Philip Lynch and Paul Fairclough (2013, 4 th ed.)
	UK pressure groups 3.1.2.4: pressure groups and democracy	Essay: 'pressure groups in the UK are good for democracy'. Analyse and evaluate this		Chapter 5 in <i>AS UK Government and Politics</i> by Philip Lynch and Paul Fairclough (2013, 4 th ed.)

	- pluralism.	statement. (25 marks)		Articles on lobbying in <i>The Guardian</i> 'Pressure groups: do promotional groups strengthen democracy?' by Richard Heffernan in <i>Politics Review</i> , Vol. 22, 2012-13, No. 1. Sept.
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Year 1: Summer term

Week	Specification content	Activities	Notes	Resources
1	<p>UK judiciary 3.1.1.4:</p> <ul style="list-style-type: none"> the composition of the judiciary and the appointment process the role of the Supreme Court. 	<p>Students should produce a flow-chart showing the appointment process of Supreme Court judges, alongside notes on the present composition of the court.</p> <p>Students should research and describe key decisions of the Supreme Court since its creation.</p>		<p>Chapter 7 in <i>UK Government and Politics for AS/A Level</i></p> <p>About the UK Supreme Court</p> <p>‘Lord Neuberger on the Supreme Court: 5 key cases from its first 5 years’ in The Independent, Oct. 2014</p>
	<p>UK judiciary 3.1.1.4:</p> <p>importance of ultra vires, judicial review and the Supreme Court’s interactions with and influence over the legislative and policy making processes.</p>	<p>Students should compile notes on examples of judicial review.</p> <p>Short answer question: explain and analyse the role of the Supreme Court in the UK system of government. (9 marks)</p>		<p>Chapter 7 in <i>UK Government and Politics for AS/A Level</i></p> <p>‘Debate: is the UK judiciary too powerful’ in <i>Politics Review</i>, Vol. 25, 2015-16. No. 3, Feb.</p> <p>‘Brexit: Supreme Court says Parliament must give Article 50 go-ahead’ at BBC News, Jan 2017</p>

Dual teaching model (i) and dual teaching model (ii)

Under these models, we've assumed that two teachers will share responsibility for the Paper 1 component taught in Year 1.

The Paper 1 teaching plan is the same for both model (i) and model (ii).

Year 1: Autumn term

Week	Teacher	Specification content	Activities	Notes	Resources
1	A	UK democracy 3.1.2.1: the nature of democracy.	Students outline the key features of a democratic society and consider the criteria that should be used to measure whether a country is democratic. Debate: what makes a nation democratic?		Chapters 1, 2 and 9 in <i>UK Government and Politics for AS/A Level</i> by Philip Lynch, Paul Fairclough and Toby Cooper (2017, 5 th ed.)
1	B	UK constitution 3.1.1.1	What is a constitution? Students should design their own constitution, looking at how they would set up an executive, legislature, judiciary, rights, elections and multilevel governance. They should then find out each element of the constitution works in the UK.		Various chapters in <i>UK Government and Politics for AS/A Level</i> by Philip Lynch, Paul Fairclough and Toby Cooper (2017, 5 th ed.) – students should use the contents and index to research. University College London's Constitution Unit at

					http://www.ucl.ac.uk/cconstitution-unit
2	A	UK democracy 3.1.2.1: <ul style="list-style-type: none"> • different types of democracy: <ul style="list-style-type: none"> • direct democracy • representative government. 	Students should produce a diagram showing the similarities and differences between direct and representative democracy.		Chapter 9 in <i>UK Government and Politics for AS/A Level</i> .
2	B	UK constitution 3.1.1.1: <ul style="list-style-type: none"> • nature and sources • issues and debates around recent constitutional change. 	Students should complete a table showing: <ul style="list-style-type: none"> • clear definitions of each source • evidence that source is increasingly important • evidence it is not increasingly important. 	Students should understand whether constitutional change since 1997 has affected the importance of the various sources.	Chapter 3 in <i>UK Government and Politics for AS/A Level</i> . UCL Constitution Unit
3	A	UK democracy 3.1.2.1: <ul style="list-style-type: none"> • patterns of participation • different forms of participation. 	Students should produce a spider diagram showing different modes of participation in the UK, with examples of the extent of participation in each. Short answer question: explain and analyse three ways in which citizens can participate in the democratic process in the UK. (9 marks)	Participation might include voting, membership of political parties and any sort of pressure group activity.	'Democracy and participation: is there a participation crisis in the UK?' by Paul Whitehead in <i>Politics Review</i> , Vol. 19, 2009-10, No. 1, Sept.
3	B	UK constitution 3.1.1.1:	Short answer question:	Review against the SAMs	House of Commons'

		<ul style="list-style-type: none"> nature and sources issues and debates about recent constitutional changes. 	explain and analyse the significance of three sources of the British constitution. (9 marks)	mark scheme.	Political and Constitutional Reform Committee report: The UK Constitution: A summary, with options for reform
4	A	UK elections 3.1.2.2: electoral systems.	Students should produce clear notes on the workings and advantages and disadvantages of the electoral systems used in UK elections.	Students should be familiar with the full range of electoral systems used in regional and national assemblies.	Voting systems at the Electoral Reform Society
4	B	UK constitution 3.1.1.1: <ul style="list-style-type: none"> issues and debates about recent constitutional changes: <ul style="list-style-type: none"> debates about the extent of rights in the UK areas where individual and collective rights are in agreement and where they are in conflict. 	Students should note the key constitutional changes since 1997, and categorise them according to how they affect rights, decentralisation of power, elections, parliament, judiciary and participation. Essay: 'the British constitution has been transformed in recent years'. Analyse and evaluate this statement. (25 marks)		'Constitutional Reform: Unfinished business?' by Kay Moxon in <i>Politics Review Vol.23</i> , 2013-14, No.3, Feb. 'Coalition government: a new era of constitutional reform?' by Philip Norton in <i>Politics Review Vol. 21</i> , 2011-12, No.2, Nov. Chapter 3 in <i>UK Government and Politics for AS/A Level</i>

5	A	<p>UK elections 3.1.2.2: electoral systems and the party system.</p>	<p>Essay: 'first-past-the-post should no longer be used for general elections in the UK'. Analyse and evaluate this statement. (25 marks)</p>		<p>Chapter 10 in <i>UK Government and Politics for AS/A Level</i></p> <p>'Assessing the UK's electoral systems: First-past-the-post revalidated?' by Richard Kelly in <i>Politics Review</i>, Vol. 25, 2015-16, No. 1, Sept.</p> <p>'Which electoral systems are best for Westminster?' by Ron Johnston in <i>Politics Review</i>, Vol. 21, 2011-12, No. 2, Nov.</p>
5	B	<p>UK constitution 3.1.1.1:</p> <ul style="list-style-type: none"> • debates about the extent of rights in the UK • areas where individual and collective rights are in agreement and where they are in conflict. 	<p>Debate: should the UK scrap the Human Rights Act?</p>		<p>Chapters 3 and 7 in <i>UK Government and Politics for AS/A Level</i></p> <p>'The Tories must make the case for a Bill of Rights', The</p>

					<p>Telegraph, May 2015</p> <p>‘The Conservatives must accept the Human Rights Act, and move on’ by Keir Starmer, <i>The Guardian</i>, May 2016</p> <p>Timeline of campaigns by campaign group, Liberty</p>
6	A	UK elections 3.1.2.2: voting behaviour.	Students should look at the breakdown of voting behaviour in three general elections, including 1997, one before and one after, producing a profile of each election.	The specification states that students should have in-depth knowledge of the 1997 election, one before that and one since then. The elections should be chosen because they displayed the features outlined in the specification.	<p>Chapter 11 in <i>UK Government and Politics for AS/A Level</i></p> <p>BBC Bitesize guide to voting behaviour</p> <p>YouGov – how Britain voted in 2017</p> <p>Ipsos MORI – how Britain voted in 1997</p>
6	B	UK and devolution 3.1.1.5: the roles, powers and responsibilities of the different	Students should produce profiles of the various devolved assemblies, focusing on their respective		Chapter 4 in <i>UK Government and Politics for AS/A Level</i>

		devolved bodies in the UK.	powers.		
7	A	<p>UK elections 3.1.2.2:</p> <ul style="list-style-type: none"> • Impact on the outcome of elections of: <ul style="list-style-type: none"> • media • policy • manifestos • campaigns • leadership. 	<p>Students work in three groups, researching the key events of one general election each.</p> <p>Students should debate which factors determined the result in each.</p> <p>The research should be developed into a presentation, focused on what happened and why.</p>		<p>Chapter 11 in <i>UK Government and Politics for AS/A Level</i></p> <p>‘1997: Labour landslide ends Tory rule’ at BBC News, April 2005</p>
7	B	<p>UK and devolution 3.1.1.5:</p> <ul style="list-style-type: none"> • debate around devolution in England • existing devolution in England • impact of devolution on government of the UK. 	<p>Short answer question: explain and analyse the impact of devolution in the UK. (9 marks)</p>	<p>Students should be aware that devolution is ‘unfinished’ and remains an ongoing process.</p>	<p>‘Sovereignty and devolution: quasi-federalism?’ by Vernon Bogdanor in <i>Politics Review</i>, Vol. 19, 2009-2010, No. 3, Feb</p> <p>BBC’s Q&A: The West Lothian Question</p> <p>BBC’s English Votes for English Laws Explained</p>
8	A	<p>UK elections 3.1.2.2:</p> <ul style="list-style-type: none"> • Impact on the outcome of 	<p>Students work in three groups, with each group</p>		<p>Chapter 11 in <i>UK Government and</i></p>

		<p>elections of:</p> <ul style="list-style-type: none"> • media • policy • manifestos • campaigns • leadership. 	<p>researching the key events of one general election.</p> <p>Students should debate which factors determined the result in each.</p> <p>The research should be developed into a presentation, focused on what happened and why.</p>		<p><i>Politics for AS/A Level</i></p>
8	B	<p>UK – European Union 3.1.2.5: EU institutions.</p>	<p>Students should research the membership and powers of the various institutions of the EU.</p> <p>Students should produce a diagram/flowchart showing how policy gets made in the EU.</p>		<p>Chapter 8 in <i>UK Government and Politics for AS/A Level</i></p> <p>Europa.EU profiles of EU institutions</p> <p>'The European Parliament: does it matter?' by Richard Whitaker in <i>Politics Review, Vol. 23, 2013-14, No. 3, Feb.</i></p>
9	A	<p>UK elections 3.1.2.2:</p> <ul style="list-style-type: none"> • impact on the outcome of elections of: <ul style="list-style-type: none"> • media • policy • manifestos • campaigns 	<p>Essay: 'the campaign is the most important factor in determining general election results in the UK'. Analyse and evaluate this statement. (25 marks)</p>		

		<ul style="list-style-type: none"> • leadership. 			
9	B	UK – European Union 3.1.2.5: aims of the EU and the extent to which they have been achieved.	Students should prepare to debate the question: has the EU failed?		Chapter 8 in <i>UK Government and Politics for AS/A Level</i> ‘Can Europe be saved?’ , <i>The Economist</i> , March 2017
10	A	UK referendums 3.1.2.2	Students should produce a table showing the results of all referendums held in the UK.		Chapter 10 in <i>UK Government and Politics for AS/A Level</i> Wikipedia – referendums in the United Kingdom
10	B	UK – European Union 3.1.2.5: the impact of the EU on UK politics and policy making.	Students should make a table showing examples of where the EU has affected the UK executive, legislature and judiciary.		Chapter 8 in <i>UK Government and Politics for AS/A Level</i> UCL Constitution Unit ‘The UK and Europe’
11	A	UK referendums 3.1.2.2	Debate: why did the UK vote to leave the EU in 2016?		EU referendum analysis 2016, by the Political Studies Association

					<p>'The EU referendum: the result explained' by John Curtice in <i>Politics Review</i>, Vol. 26, 2016-17, No. 1, Sept.</p>
11	B	<p>UK – European Union 3.1.2.5: the impact of the EU on UK politics and policy making.</p>	<p>Students should make a table showing examples of where the EU has affected UK parties and elections.</p> <p>Essay: 'the EU undermined democracy in the UK'. Analyse and evaluate this statement. (25 marks)</p>		<p>Chapter 8 in <i>UK Government and Politics for AS/A Level</i></p> <p>UCL Constitution Unit 'The UK and Europe'</p> <p>The wide range of media coverage of the EU referendum.</p>
12	A	<p>UK referendums 3.1.2.2</p>	<p>Essay plan: 'referendums are good for democracy'. Analyse and evaluate this view.</p>		<p>'Referendums: without a consensus, the answer is 'no'' by Anthony Batchelor in <i>Politics Review</i>, Vol. 21, 2011-12, No. 3, Feb.</p> <p>'Referendums in the UK' by Matt Qvortrup in <i>Politics Review</i>, Vol. 18, 2008-09, No. 2, Nov</p>

12	B	UK Parliament 3.1.1.2: the roles and influence of MPs and peers.	Students should produce a mock-up diary of a week in the life of an MP.		Chapter 5 in <i>UK Government and Politics for AS/A Level</i> BBC documentaries 'Inside the Commons' and 'Meet the Lords'
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Year 1: Spring term

Week	Teacher	Specification content	Activities	Notes	Resources
1	A	UK political parties 3.1.2.3: the origins, ideas and development of the Conservative, Labour and Liberal Democrat parties and how these have helped shape their current policies.	Students should research and produce presentations on each of the three main parties.		Chapter 12 in <i>UK Government and Politics for AS/A Level</i>
1	B	UK Parliament 3.1.1.2: parliamentary debate and the legislative process.	Students should produce a flowchart representing the passage of a bill. Students should develop their own idea for a bill and test its passage through the		The passage of a bill in the UK Parliament 'The House of Commons: a pit of partisan jeering?' by Peter Riddell in

			various stages.		<i>Politics Review</i> , Vol.21, 2011-12, No.4, Apr.
2	A	UK political parties 3.1.2.3: the origins, ideas and development of the Conservative, Labour and Liberal Democrat parties and how these have helped shape their current policies.	Students should produce a timeline of policies from the three parties located on the left/right spectrum.		Chapter 12 in <i>UK Government and Politics for AS/A Level</i> General election 2017: manifesto guide on where the parties stand – BBC News
2	B	UK Parliament 3.1.1.2: <ul style="list-style-type: none"> • theories of representation: <ul style="list-style-type: none"> • Burkean • delegate • mandate theories. 	Students should split into different political parties and vote on different issues according to the different models of representation.		Chapter 5 in <i>UK Government and Politics for AS/A Level</i> Video - Ken Clarke: why I'm voting against Article 50
3	A	UK political parties 3.1.2.3: party structures and functions.	Students should produce a grid showing how the three main parties elect their leaders, select candidates and make policy.		Chapter 12 in <i>UK Government and Politics for AS/A Level</i> Party conferences: what's the point?' by James Hobson in <i>Politics Review</i> , Vol. 24, 2014-15, No. 3,

					Feb.
3	B	<p>UK Parliament 3.1.1.2:</p> <ul style="list-style-type: none"> • scrutiny of the executive and how effective scrutiny of the executive is in practice • work of committees • role of the opposition • parliamentary debate and the legislative process. 	<p>Students should compile notes on each power available to Parliament to scrutinise the executive. Each power should have examples of when it has been used.</p>		<p>Chapter 5 in <i>UK Government and Politics for AS/A Level</i></p> <p>'Parliament: an effective check on coalition government?' by Alexandra Kelso in <i>Politics Review</i>, Vol. 22, 2012-13, No.2, Nov.</p>
4	A	<p>UK political parties 3.1.2.3:</p> <p>issues and debates around party funding</p>	<p>Students should note the existing rules on party funding, the proposals for reform.</p> <p>Students should research one party funding 'scandal' each.</p>		<p>Chapter 12 in <i>UK Government and Politics for AS/A Level</i></p> <p>Electoral Commission: Donations and loans to political parties</p>
4	B	<p>UK Parliament 3.1.1.2:</p> <ul style="list-style-type: none"> • scrutiny of the executive and its effectiveness in practice • work of committees • role of the opposition • parliamentary debate and 	<p>Students should construct profiles of various committees, incl. Public Accounts Committee, Liaison Committee, another select committee and a</p>		<p>Chapter 5 in <i>UK Government and Politics for AS/A Level</i></p> <p>'AS focus on The Backbench Business</p>

		the legislative process.	public bill committee.		Committee' in <i>Politics Review</i> , Vol. 24, 2014-15, No. 4, Apr. 'AS focus on Departmental Select Committees', Vol. 22, 2012-13, No. 4, Apr. Transcript of exchange between Peter Luff MP and Tony Blair at Liaison Committee
5	A	UK political parties 3.1.2.3: issues and debates around party funding.	Extract question: analyse, evaluate and compare the arguments in the above article over a cap on individual donations to political parties. (25 marks) See SAMs.	Review against the SAMs mark scheme.	'Debate: should political parties be funded by the state?' in <i>Politics Review</i> , Vol. 24, 2014-15, No. 3, Feb.
5	B	UK Parliament 3.1.1.2: the extent of Parliament's influence on government decisions.	Essay: 'the UK Parliament is ineffective in holding the government to account'. Analyse and evaluate this statement. (25 marks)		As above.
6	A	UK political parties 3.1.2.3: policies of minor parties and their impact on political debates and political agenda.	Students should produce profiles of the minor parties.	Minor parties should include Ukip, the Green Party, the SNP, Plaid Cymru, Sinn Fein and the DUP.	Websites of the minor parties.

6	B	UK Prime Minister/cabinet 3.1.1.3: how policy is made.	Students should produce a spider diagram showing the roles of prime minister, cabinet and civil service in policy-making.		Chapter 6 in <i>UK Government and Politics for AS/A Level</i>
7	A	UK political parties 3.1.2.3: development towards a multi-party system and its impact on government and policy.	Students should produce clear definitions of each system. Students should show evidence that the UK has each of these party systems. Essay: 'the UK no longer has a two-party system.' Analyse and evaluate this statement. (25 marks)	Students should look beyond Westminster elections in assessing UK party systems.	Chapter 12 in <i>UK Government and Politics for AS/A Level</i> 'The UK party system: a two-party or a multi-party system?' by Thomas Quinn in <i>Politics Review</i> , Vol. 24, 2014-15, No. 3, Feb. 'Britain's multi-party systems' by Philip Lynch in <i>Politics Review</i> , Vol. 18, 2008-09, No. 3, Feb.
7	B	UK Prime Minister/cabinet 3.1.1.3: the relationship between Prime Minister and cabinet.	Students should compare the main successes and failures of recent prime ministers. Debate: who was the most successful prime minister, from 1997-present?		Chapter 6 in <i>UK Government and Politics for AS/A Level</i> 'Cameron as prime minister: a verdict' by Neil McNaughton and

					<p>Eric Magee in <i>Politics Review</i>, Vol. 26, 2016-17, No. 4, Apr.</p> <p>'Gordon Brown: a failed prime minister' by Richard Heffernan in <i>Politics Review</i>, Vol. 20, 2010-11, No. 1, Sept.</p>
8	A	<p>UK pressure groups 3.1.2.4:</p> <ul style="list-style-type: none"> • typologies of pressure groups • methods used by pressure groups. 	<p>Students should define the various typologies, with examples.</p> <p>Students should produce profiles of a range of pressure groups, looking at two each and sharing their findings.</p>	<p>In their research on pressure groups, students should look at their aims, leadership, membership, methods, successes, failures and recent news stories.</p>	<p>'Pressure groups: identifying the target for study' by Grant Jordan in <i>Politics Review</i>, Vol. 18, 2008-09, No. 1, Sept.</p> <p>Websites of various pressure groups.</p>
8	B	<p>UK Prime Minister/cabinet 3.1.1.3:</p> <p>the relationship between Prime Minister and cabinet.</p>	<p>Students should assess the role of cabinet in recent administrations.</p> <p>Short answer question: explain and analyse the significance of the UK cabinet. (9 marks)</p>		<p>Chapter 6 in <i>UK Government and Politics for AS/A Level</i></p> <p>'Is cabinet government back' by Ian Richards in</p>

					<p><i>Politics Review</i>, Vol.21, 2011-12, No. 4, Apr.</p> <p>'Do ministers matter?' by Martin Smith in <i>Politics Review</i>, Vol. 20, 2010-11, No. 3, Feb.</p>
9	A	UK pressure groups 3.1.2.4: methods used by pressure groups.	Short answer question: explain and analyse three ways in which pressure groups seeks to influence government policy'. (9 marks)	Review against the SAMs mark scheme.	<p>Chapter 5 in <i>AS UK Government and Politics</i> by Philip Lynch and Paul Fairclough (2013, 4th ed.)</p> <p>'Pressure groups: a new age of protest?' by Paul Fairclough in <i>Politics Review</i> Vol. 21, 2011-12, No. 1, Sept.</p>
9	B	UK Prime Minister/cabinet 3.1.1.3: the difference between individual and collective ministerial responsibility.	Students should produce a table showing definitions of CR and IMR, an explanation of why both are important to the UK system of government, with examples of both being applied and ignored.		<p>Chapter 6 in <i>UK Government and Politics for AS/A Level</i></p> <p>Collective cabinet responsibility in the EU referendum by Dr Catherine Haddon, Institute for</p>

					Government, Jan 2016 Westminster Hall debate on collective responsibility in the coalition 'The cabinet: is there still collective cabinet responsibility' by Mark Bennister in <i>Politics Review</i> , Vol. 26, 2016-17, No.4, Apr.
10	A	UK pressure groups 3.1.2.4: factors likely to affect the political influence of different groups.	Debate: what factors make a pressure group successful?		Chapter 5 in <i>AS UK Government and Politics</i> by Philip Lynch and Paul Fairclough (2013, 4 th ed.) 'Pressure groups: what makes them successful?' by Paul Fairclough in <i>Politics Review</i> , Vol. 23, 2013-14, No. 1, Sept.
10	B	UK Prime Minister/cabinet 3.1.1.3: the difference between individual and collective	Students should produce a table showing definitions of CR and IMR, an explanation of why both are		Chapter 6 in <i>UK Government and Politics for AS/A Level</i>

		ministerial responsibility.	important to the UK system of government, with examples of both being applied and ignored. Essay: 'the principles of collective responsibility and individual ministerial responsibility are no longer important'. Analyse and evaluate this statement. (25 marks)		'Ministerial Responsibility after Huhne' by Dr Mike Gordon at UK Constitutional Law Association
11	A	UK pressure groups 3.1.2.4: other influences on government and parliament.	Profiles of the impact of at least one of each of the following: <ul style="list-style-type: none"> • think tanks • lobbyists • corporations • media. 		Chapter 5 in <i>AS UK Government and Politics</i> by Philip Lynch and Paul Fairclough (2013, 4 th ed.)
11	B	UK Prime Minister/cabinet 3.1.1.3: the power of the Prime Minister and cabinet.	Students should assess the range of factors that determine prime ministerial power.		'Prime ministerial power: has it changed since 1997?' by Richard Heffernan in <i>Politics Review</i> , Vol. 23, 2013-14, No. 2, Nov.
12	A	UK pressure groups 3.1.2.4: pressure groups and democracy – pluralism.	Essay: 'pressure groups in the UK are good for democracy'. Analyse and evaluate this statement. (25		Chapter 5 in <i>AS UK Government and Politics</i> by Philip Lynch and Paul

			marks)		Fairclough (2013, 4 th ed.) Articles on lobbying in the Guardian 'Pressure groups: do promotional groups strengthen democracy?' by Richard Heffernan in <i>Politics Review</i> , Vol. 22, 2012-13, No. 1. Sept.
12	B	UK Prime Minister/cabinet 3.1.1.3: the power of the Prime Minister and cabinet.	Essay: 'there are many factors that give the prime minister power over cabinet colleagues.' Analyse and evaluate this statement. (25 marks)	Review against the SAMs mark scheme.	Chapter 6 in <i>UK Government and Politics for AS/A Level</i>

Under this model, the UK judiciary is the only Paper 1 topic to be taught in the summer term.

It's taught in the first two weeks after Easter by Teacher B. After Easter, Teacher A will move straight on to Paper 2 content.

Year 1: Summer term

Week	Teacher	Specification content	Activities	Notes	Resources
1	B	UK judiciary 3.1.1.4: <ul style="list-style-type: none"> the composition of the judiciary and the appointment process the role of the Supreme Court. 	<p>Students should produce a flow-chart showing the appointment process of Supreme Court judges and make notes on the present composition of the court.</p> <p>Students should research and describe key decisions of the Supreme Court since its creation.</p>		Chapter 7 in <i>UK Government and Politics for AS/A Level</i> About the UK Supreme Court 'Lord Neuberger on the Supreme Court: 5 key cases from its first 5 years' in The Independent, Oct. 2014
2	B	UK judiciary 3.1.1.4: importance of ultra vires, judicial review and the Supreme Court's interactions with and influence over the legislative and policy making processes.	<p>Students should compile notes on examples of judicial review.</p> <p>Short answer question: explain and analyse the role of the Supreme Court in the UK system of government. (9 marks)</p>		Chapter 7 in <i>UK Government and Politics for AS/A Level</i> 'Debate: is the UK judiciary too powerful' in <i>Politics Review, Vol. 25, 2015-16</i> . No. 3, Feb. 'Brexit: Supreme Court says Parliament must give Article 50 go-ahead' at BBC News, Jan 2017