

GCE AS/A LEVEL



WJEC GCE AS/A Level in  
**GOVERNMENT  
AND POLITICS**  
APPROVED BY QUALIFICATIONS WALES

# GUIDANCE FOR TEACHING

Teaching from 2017

This Qualifications Wales regulated qualification is not available to centres in England.

A hand in a dark suit sleeve is shown from the right, holding a white ballot paper and placing it into a dark ballot box. The background is a solid dark blue.

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## INTRODUCTION

The **WJEC AS and A level in Government and Politics** qualification, accredited by Qualification Wales for first teaching from September 2017, is available to:

- all schools and colleges in Wales
- schools and colleges in independent regions such as Northern Ireland, Isle of Man and the Channel Islands.

The AS will be awarded for the first time in Summer 2018, using grades A–E; the A level will be awarded for the first time in Summer 2019, using grades A\*–E.

This specification is intended to provide a broad, coherent, satisfying and worthwhile course of study. It will encourage learners to develop confidence in, and a positive attitude towards, politics and to recognise its importance in their own lives and to society.

The content is stimulating, relevant and accessible to a wide range of learners, ensuring both breadth and depth to the study of Government and Politics.

The structure allows students to provide extended responses and demonstrate their ability to draw together different areas of knowledge and understanding from across the full course of study.

### **Additional ways that WJEC can offer support:**

- Specimen assessment materials and mark schemes
- Face-to-face CPD events
- Examiners' reports on each question paper
- Free access to past question papers and mark schemes via the secure website
- Direct access to the subject officer
- Free online resources
- Exam Results Analysis
- Online Examination Reviews

## AIMS OF THE GUIDANCE FOR TEACHERS

The principal aim of the Guidance for Teachers is to support teachers in delivery of the new **WJEC AS and A level in Government and Politics** specification and to offer guidance on the requirements of the qualification and the assessment process.

The guide is **not intended as a comprehensive reference**, but as support for professional teachers to develop stimulating and exciting courses tailored to the needs and skills of their own students in their particular institutions.

The guide offers assistance to teachers with regard to possible classroom activities and links to useful digital resources to provide ideas for immersive and engaging lessons.

The guide will highlight the areas that remain from the legacy specification and will then concentrate on those areas new to WJEC specification for 2017.

If you have any questions, please do not hesitate to get in touch with our dedicated team.

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## DELIVERING THE SPECIFICATION: AS

The **AS** has two papers, and although each has specific content there should also be the recognition of the synoptic nature of the subject and the potential to use content across each unit. Each paper is weighted equally to emphasise that each aspect is just as necessary as the others.

### **Unit 1 – Government in Wales and the United Kingdom**

(1 hour 30 minutes, 80 marks)

Unit 1 serves as an introduction to how Wales and the UK is governed today. Through the study of the Constitution; National Assembly and Parliament; Welsh and UK Government; The Supreme Court and the EU, learners will be able to discuss, analyse and evaluate the key themes, issues and debates surrounding governance in Wales and the UK.

#### **Section A**

This section will contain two 6 mark AO1 questions. Learners must answer **both** questions in this section.

#### **Section B**

Questions in this section will target both AO1 and AO2 skills. AO1 will be worth 8 marks and AO2 will be worth 16 marks. Each question will have source material for students to use in their answers. This may be prose (as seen in the SAMs) or data. Students will answer **one** question from a choice of two.

#### **Section C**

Questions in this section will target both AO1 and AO3 skills. AO1 will be worth 10 marks and AO3 will be worth 12 marks. Students will answer **two** questions from a choice of three.

### **Unit 2 – Living and participating in a democracy**

(1 hour 30 minutes, 80 marks)

Unit 2 is an introduction to the concept of active citizenship; the rights and responsibilities of citizens, some of the ways in which citizens can participate in a democracy and the importance of citizen engagement. Learners will be able to discuss, analyse and evaluate the key themes, issues and debates, and it is expected that learners will investigate contemporary developments and examples.

#### **Section A**

This section will contain two 6 mark AO1 questions. Learners must answer **both** questions in this section.

#### **Section B**

Questions in this section will target both AO1 and AO2 skills. AO1 will be worth 8 marks and AO2 will be worth 16 marks. Each question will have source material for students to use in their answers. This may be prose or data (as seen in the SAMs). Students will answer **one** question from a choice of two.

#### **Section C**

Questions in this section will target both AO1 and AO3 skills. AO1 will be worth 10 marks and AO3 will be worth 12 marks. Students will answer **two** questions from a choice of three.

## DELIVERING THE SPECIFICATION: A2

The **A2** has two papers, and although each has specific content there should also be the recognition of the synoptic nature of the subject. The two equally weighted papers aim to represent the various parts of Government and Politics, and aim to ensure an accurate appreciation by the learners of what Government and Politics truly is.

### Unit 3 – Political concepts and theories

(2 hours 30 minutes, 120 marks)

Unit 3, political concepts and theories, involves the study of political theories and their application. Learners will develop a critical knowledge and understanding of a range of ideological traditions: liberalism, conservatism, socialism, communism and nationalism, and their contemporary relevance. In studying the impact of political ideas on global politics learners are expected to study at least two global regions from Africa, The Americas, Asia and Europe.

#### Section A

Questions in this section will target both AO1 and AO2 skills. AO1 will be worth 4 marks and AO2 will be worth 12 marks. Learners must answer **both** questions in this section.

#### Section B

Questions in this section will target both AO1 and AO3 skills. AO1 will be worth 8 marks and AO3 will be worth 16 marks. Students will answer **two** questions from a choice of three.

#### Section C

The question in this section will cover all three assessment objectives. AO1 will be worth 12 marks, AO2 will be worth 14 marks and AO3 will be worth 14 marks. Students will answer the **one** question in this section.

### Unit 4 – Government and politics of the USA

(2 hours 30 minutes, 120 marks)

This unit introduces learners to the government and politics of the USA through an examination of three related themes: democracy in America, governance and participation. Learners will analyse critically the ideas and institutions that underpin the American political system. In the assessment of this unit credit will be given for appropriate references to contemporary developments, issues and debates in the areas covered.

#### Section A

Questions in this section will target both AO1 and AO2 skills. AO1 will be worth 4 marks and AO2 will be worth 12 marks. Learners must answer **both** questions in this section.

#### Section B

Questions in this section will target both AO1 and AO3 skills. AO1 will be worth 8 marks and AO3 will be worth 16 marks. Students will answer **two** questions from a choice of three.

#### Section C

The question in this section will cover all three assessment objectives. AO1 will be worth 12 marks, AO2 will be worth 14 marks and AO3 will be worth 14 marks. Students will answer the **one** question in this section.

ASSESSMENT STRATEGY : EXAMPLE EXAMINATION COMMAND WORDS (1 OF 2)

ASSESSMENT OBJECTIVES AND THEIR RELATED COMMAND WORDS			
Assessment Objective	Description	Example command words	Explanation
<b>AO1</b>	Demonstrate knowledge and understanding of relevant institutions, processes, political concepts, theories and issues.	Define	Give the precise meaning of the word.
		Describe	Identify distinctive features and give descriptive, factual detail.
		Examine	Give both a description and an explanation.
		Explain	Give reasons or causes. Show an understanding of how or why something has occurred.
		Explore	Explain in detail.
		Give	Pick some key factors and name them.
		Identify	Point out and name from a number of possibilities.
		List	State the factors (with no explanation or elaboration).
		Name	Identify or give a list.
		Outline	Give a brief summary of the main characteristics.
		State	Present in brief form.
<b>AO2</b>	Interpret and apply political information to identify and explain relevant similarities, differences, and connections.	Compare	Identify similarities and differences or contrasts.
		Contrast	Identify differences only.
		Distinguish	Identify the differences between two or more factors.
		Illustrate	Refer to a case study or example.

ASSESSMENT STRATEGY : EXAMPLE EXAMINATION COMMAND WORDS (2 OF 2)

ASSESSMENT OBJECTIVES AND THEIR RELATED COMMAND WORDS			
Assessment Objective	Description	Example command words	Explanation
<b>AO3</b>	Analyse and evaluate the areas of government and politics studied to construct arguments, make substantiated judgements and draw conclusions.	Analyse	Identify components and the relationship between them.
		Assess	This is an evaluative question, meaning that there are a number of possible explanations/ arguments/outcomes.
		Discuss	Describe and explain relevant points and build up a balanced argument with supporting detail.
		Evaluate	Give an overall assessment of value with a justification of conclusions or viewpoints.
		Justify	Explain why a particular option is better than any other possible option(s).
		Suggest	State a possible reason or course of action.

## GENERIC MARK SCHEMES

The Specimen Assessment Materials feature specific mark schemes for each sample examination question. However, the marking grids follow a set pattern that you may find useful to use when marking student essays. When applying these mark schemes you should use a 'best-fit' approach: decide first which set of level descriptors best describes the overall quality of the answer, then the following grids should inform your decision as to which band the answer belongs.

(N.B. The majority of questions follow a four band structure. However, when the question has three bands 'Adequate' as a descriptor has been removed.)

### AO1 - Demonstrate knowledge and understanding of relevant institutions, processes, political concepts, theories and issues

	<b>Knowledge &amp; understanding</b>	<b>Evidence/Examples</b>	<b>Depth &amp; Range</b>	<b>Terminology</b>
<b>Band 4</b>	Thorough knowledge & understanding	Well-chosen evidence/examples	Depth and range included	Effective use of terminology
<b>Band 3</b>	Reasonable knowledge & understanding	Appropriate evidence/examples	Depth and range, but not in equal measure	Good use of terminology
<b>Band 2</b>	Adequate knowledge & understanding	Evidence/examples are not always relevant	Depth or range	Some use of appropriate terminology
<b>Band 1</b>	Limited knowledge & understanding	Evidence/examples are not made relevant		Very little use of appropriate terminology
<b>0</b>	Response not creditworthy or not attempted.			



AO2 - Interpret and apply political information to identify and explain relevant similarities, differences, and connections

<b>Marks</b>	<b>Application</b>	<b>Interpretation</b>	<b>Explanation</b>
<b>Band 4</b>	Thorough application of political knowledge	Thorough interpretation of political knowledge	Thorough explanation of relevant similarities, differences and connections
<b>Band 3</b>	Reasonable application of political knowledge	Reasonable interpretation of political knowledge	Reasonable explanation of relevant similarities, differences and connections
<b>Band 2</b>	Adequate application of political knowledge	Adequate interpretation of political knowledge	Adequate explanation of relevant similarities, differences and connections
<b>Band 1</b>	Limited application of political knowledge	Limited interpretation of political knowledge	Limited explanation of relevant similarities, differences and connections
<b>0</b>	Response not creditworthy or not attempted.		

AO3 - Analyse and evaluate the areas of government and politics studied to construct arguments, make substantiated judgements and draw conclusions.

<b>Marks</b>	<b>Analysis &amp; Evaluation</b>	<b>Discussion</b>	<b>Structure</b>	<b>Writing</b>	<b>Conclusion</b>
<b>Band 4</b>	Thorough analysis and evaluation	Thorough discussion with well-developed and balanced arguments.	Structure is logical	Accurate grammar, punctuation and spelling	An appropriate conclusion is reached based on evidence presented
<b>Band 3</b>	Reasonable analysis and evaluation	Reasonable discussion with well-developed and balanced arguments.	Structure is mostly logical	Reasonably accurate grammar, punctuation and spelling	A reasonable conclusion is reached based on evidence presented
<b>Band 2</b>	Adequate analysis and evaluation	Adequate discussion with well-developed and balanced arguments. OR Reasonable discussion of only one side of the argument.	Structure is adequate	Some errors in grammar, punctuation and spelling	A superficial conclusion is reached
<b>Band 1</b>	Limited analysis and evaluation	Limited discussion.	Answer lacks structure	Many errors in grammar, punctuation and spelling	No conclusion
<b>0</b>	Inappropriate answer given No response attempted				

## NEW SPECIFICATION MAPPING DOCUMENT

This mapping document demonstrates how the new specification links to the legacy specification. Areas in red are new and did not feature in the legacy specification.

### 1.1 AS UNIT 1

#### **Government in Wales and the United Kingdom**

Unit 1 serves as an introduction to how Wales and the UK is governed today. Through the study of the Constitution; National Assembly and Parliament; Welsh and UK Government; The Supreme Court and the EU, learners will be able to discuss, analyse and evaluate the key themes, issues and debates surrounding governance in Wales and the UK.

## 1.1 Sovereignty, power and accountability

Key Concepts	Content and amplification	Links to Legacy Specification
<b>1.1.1 The British Constitution.</b>	<ul style="list-style-type: none"> <li>• Its nature: uncodified, unitary and flexible.</li> <li>• Its sources: Statute Law (including <b>The Government of Wales Acts, 1998 and 2006</b>); Common Law; Conventions; Works of Constitutional Authority and European Law and Treaties (including <b>Treaty of Rome, 1957; Treaty of Accession, 1972; Maastricht Treaty, 1992 and Treaty of Lisbon, 2009</b>).</li> <li>• The principles of the constitution: Parliamentary Sovereignty; <b>Rule of Law; Parliamentary Government; Constitutional Monarchy</b> and EU membership.</li> <li>• Its reform: Debates regarding the effectiveness of the British Constitution and whether it needs reform.</li> </ul>	<ul style="list-style-type: none"> <li>• GP2 - The British Constitution</li> <li>• GP2 - A knowledge of the main sources of the British constitution: statute case law, conventions, treaties, constitutional change.</li>   <li>• GP2 - Parliamentary Structures in Wales and the UK</li> <li>• GP2 - Multi-level Governance in Wales and the UK - The European Union</li> <li>• GP4b – Globalisation - Britain’s evolving world position, the EU.</li> </ul>
<b>1.1.2 The Judiciary in the UK.</b>  <b>1.1.3 The British Constitution in a global context.</b>	<ul style="list-style-type: none"> <li>• The constitutional role of the Supreme Court.</li> <li>• The power of the Supreme Court: The Highest Court of Appeal; Separation of Powers and the Independence of the Judiciary; Constitutional judicial review and the usage of the doctrine of ultra vires.</li> <li>• <b>Examples where the Supreme Court has ruled on constitutional matters.</b></li> <li>• <b>Debates about a legal jurisdiction for Wales.</b></li>   <li>• <b>Key constitutional statutes and treaties governing the UK's relationship with international bodies (including the EU, NATO and the UN).</b></li> <li>• <b>The UK, Brexit and a changing world.</b></li> </ul>	<ul style="list-style-type: none"> <li>• GP2 - The British Constitution - The judiciary and its relationship to other ‘powers’ of government</li> </ul>

## 1.2 The Government of the UK

Key Concepts	Content and amplification	Links to Legacy Specification
<b>1.2.1 How government works in the UK.</b>	<ul style="list-style-type: none"> <li>The core executive.</li> <li>The roles, powers and resources of the Prime Minister of the UK.</li> <li>The Cabinet systems in the UK: composition; roles and functions; Collective and Ministerial Responsibility.</li> <li>Prime ministerial government in the UK.</li> <li>The role of the Civil Service.</li> </ul>	<ul style="list-style-type: none"> <li>GP2 - The Core Executives in Wales and Westminster</li> <li>GP2 - The prime minister: main roles, powers and resources.</li> <li>GP2 - The Cabinet systems in Wales and Westminster: composition, roles and functions of Cabinet and Cabinet Committees.</li> <li>GP2 - Do we have prime ministerial government in the UK?</li> <li>GP2 - The role of the Civil Service and special advisers.</li> </ul>
<b>1.2.2 How Parliament works in the UK.</b>	<ul style="list-style-type: none"> <li>The structure, role and powers of Parliament: the legislative process; the work of committees; the roles and influence of backbench MPs and peers; the role of the Opposition; <b>parliamentary privilege</b>.</li> <li>The effectiveness of Parliament in its roles of legislation and scrutiny.</li> </ul>	<ul style="list-style-type: none"> <li>GP2 - The Core Executives in Wales and Westminster - The Cabinet systems in Wales and Westminster: composition, roles and functions of Cabinet and Cabinet Committees</li> </ul>

### 1.2.3 How government is made accountable.

- Parliamentary scrutiny of the executive: forms and effectiveness.
  - **PMQ/MQ's and the work of committees.**
  - Parliamentary Sovereignty: theory and practice; executive dominance and elective dictatorship.
  - Debates on where power actually lies in the UK.
- GP2 - Parliamentary Structures in Wales and the UK - The composition and main roles and functions of Parliament: representation, legislation, scrutiny.
  - GP2 - Parliamentary Structures in Wales and the UK - Parliamentary sovereignty in theory and practice.
  - GP2 - Parliamentary Structures in Wales and the UK - The powers of the National Assembly for Wales and its relationship to Westminster.

### 1.3 How devolution works in the UK

Key Concepts	Content and amplification	Links to Legacy Specification
<b>1.3.1 How government works in Wales.</b>	<ul style="list-style-type: none"> <li>The roles, powers and resources of the First Minister of Wales.</li> <li>The Cabinet system in Wales: composition; roles and functions; Collective and Ministerial Responsibility.</li> </ul>	<ul style="list-style-type: none"> <li>GP2 - The Core Executives in Wales and Westminster - The First Minister: main roles, powers and resources.</li> <li>GP2 - The Core Executives in Wales and Westminster - The Cabinet systems in Wales and Westminster: composition, roles and functions of Cabinet and Cabinet Committees.</li> </ul>
<b>1.3.2 How The National Assembly of Wales works.</b>	<ul style="list-style-type: none"> <li>The structure, role and powers of the National Assembly for Wales: the legislative process; the work of committees; plenary; the roles and <b>influence of AMs; the role of the Opposition</b>; the scrutiny of Government.</li> <li><b>Debates over the effectiveness of the National Assembly for Wales in its roles of legislation and scrutiny.</b></li> </ul>	<ul style="list-style-type: none"> <li>GP2 - Parliamentary Structures in Wales and the UK - The composition and main roles and functions of the National Assembly for Wales: representation, legislation, scrutiny.- The powers of the National Assembly for Wales and its relationship to Westminster</li> </ul>
<b>1.3.3 The impact and development of devolution on the UK.</b>	<ul style="list-style-type: none"> <li>The impact of devolution on the UK; including the different roles and powers of the Scottish Parliament and Government; the National Assembly for Wales and Government; the Northern Ireland Assembly and Executive, <b>as well as devolution in England.</b></li> </ul>	<ul style="list-style-type: none"> <li>GP2 - The British Constitution - Models of devolution - Devolution to Wales, Scotland and Northern Ireland as examples of flexibility. - Debates on devolved power.</li> </ul>

## 2.2 AS UNIT 2

### Living and participating in a democracy

Unit 2 is an introduction to the concept of active citizenship; the rights and responsibilities of citizens, some of the ways in which citizens can participate in a democracy and the importance of citizen engagement. Learners will be able to discuss, analyse and evaluate the key themes, issues and debates, and it is expected that learners will investigate contemporary developments and examples.

### 2.1 Citizenship and rights

Key Concepts	Content and amplification	Links to Legacy Specification
2.1.1 Citizenship in a democracy.	<ul style="list-style-type: none"> <li>• Definition of citizenship (including global citizenship).</li> <li>• Freedom, equality, participation and active citizenship, the Rule of Law; protection under the law; rights of minorities; positive discrimination.</li> <li>• Main sources of rights for a citizen of the UK, including: the European Convention on Human Rights; Human Rights Act 1998; a British Bill of Rights; relevant contemporary legislation including that on racial and gender equality.</li> </ul>	<ul style="list-style-type: none"> <li>• GP2 - The British Constitution - The impact of the Human rights Act and European Court of Human Rights upon the British political system.</li> </ul>



<p><b>2.1.2 The importance of rights and possible conflict of rights.</b></p>	<ul style="list-style-type: none"> <li>• Significant rights of citizens: freedom of expression; association; religion; right to petition; right to privacy; rights to enjoyment of liberty and fair trial.</li> <li>• Debates about what rights citizens should have.</li> <li>• Debates about conflicts over the enjoyment of rights: limits to freedom of expression; the media and privacy.</li> </ul>	
<p><b>2.1.3 The protection of human rights.</b></p>	<ul style="list-style-type: none"> <li>• The role of the judiciary (including Judicial Review).</li> <li>• The European Convention on Human Rights.</li> <li>• The Human Rights Act and the Universal Declaration of Human Rights.</li> <li>• Debates about whether citizen's rights are protected sufficiently in the UK.</li> </ul>	<ul style="list-style-type: none"> <li>• GP2 - The British Constitution - Judicial review</li> <li>• GP2 - The British Constitution - The impact of the Human rights Act and European Court of Human Rights upon the British political system.</li> </ul>

## 2.2 Participation through elections and voting

Key Concepts	Content and amplification	Links to Legacy Specification
<p><b>2.2.1 The importance of participation in a democracy and effects of non-participation.</b></p>	<ul style="list-style-type: none"> <li>• Direct and indirect democracy.</li> <li>• Turnout; apathy; abstention; pluralism; elitism; legitimacy.</li> <li>• Explanations of why some people/ groups in society participate more than others; debates around the effects of this.</li> </ul>	<ul style="list-style-type: none"> <li>• GP1 - Electoral Systems - Direct and indirect Democracy</li> <li>• GP1 - Participation and Voting Behaviour</li> <li>• GP1 - Participation and Voting Behaviour - Theories and debates concerning the long- and short-term determinants of voting behaviour including partisan and class identification; stability and volatility; influence of issues; campaigns; party and leaders' images.</li> </ul>
<p><b>2.2.2 Electoral systems in the UK.</b></p>	<ul style="list-style-type: none"> <li>• First Past the Post; Additional Member; Party Lists and Single Transferable Vote electoral systems: their advantages and disadvantages including debates about coalition and minority governments and about fairness and proportionality.</li> <li>• The effect of voting systems on party systems in Wales and the UK.</li> <li>• <b>Key elections (at all levels) in Wales, including examples.</b></li> <li>• The use of referendums in Wales and the UK including examples and advantages and disadvantages.</li> </ul>	<ul style="list-style-type: none"> <li>• GP1 - Electoral Systems - Strengths and weaknesses of first-past-the-post, single transferable vote and additional member systems. - Majority and coalition governments.</li> <li>• GP1 - Electoral Systems - Likely effects of electoral system on party system.</li> <li>• GP1 - Electoral Systems - Nature and use of referendums within the UK. - Arguments for and against greater use of referendums within the UK.</li> </ul>

<p><b>2.2.3 Voting behaviour.</b></p>	<ul style="list-style-type: none"> <li>• Models of voting behaviour (sociological, rational choice and valence models) including the main long-term and short-term factors influencing voting behaviour: campaigns; candidates; the influence of the media.</li> <li>• Reasons for and the extent of party loyalty and partisan dealignment in Wales and the UK.</li> </ul>	<ul style="list-style-type: none"> <li>• GP1 - Participation and Voting Behaviour - Theories and debates concerning the long- and short-term determinants of voting behaviour including partisan and class identification; stability and volatility; influence of issues; campaigns; party and leaders' images. - Mass media</li> </ul>
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## 2.3 Participation through political parties, pressure groups and political movements

Key Concepts	Content and amplification	Links to Legacy Specification
<b>2.3.1 Political parties and participation in politics.</b>	<ul style="list-style-type: none"> <li>The range of political parties in Wales and the UK and their differing ideologies and platforms/ manifestos; leadership and candidate selection within the main parties.</li> <li>The roles and importance of party members.</li> <li>Debates about party and candidate funding; 'cash for influence'.</li> </ul>	<ul style="list-style-type: none"> <li>GP1 - Political Parties in Wales and the UK - Party structure: parties at Wales and UK levels. - Candidate and leader selection at Wales and UK levels.</li> <li>GP1 - Political Parties in Wales and the UK - Membership: how important are party members at Wales and UK levels?</li> </ul>
<b>2.3.2 Pressure groups and participation in politics.</b>	<ul style="list-style-type: none"> <li>Similarities and differences between parties and pressure groups.</li> <li>Different types of pressure groups with examples.</li> <li>How pressure groups exert influence: access points; methods including direct action and lobbying; use of the media; membership.</li> <li>Factors influencing pressure group success with examples.</li> <li>Debates about whether pressure groups strengthen or weaken democracy.</li> </ul>	<ul style="list-style-type: none"> <li>GP1 - Pressure Groups and Protest Movements - The impact of groups and movements in influencing policy and changing values.- Role of the media in pressure group politics.</li> <li>GP1 - Pressure Groups and Protest Movements Factors likely to affect the political influence of groups including membership and resources.</li> <li>GP1 - Pressure Groups and Protest Movements - Do pressure groups strengthen or weaken democracy?</li> </ul>

<p><b>2.3.3 Social movements and participation in politics.</b></p>	<ul style="list-style-type: none"> <li>• Similarities and differences between pressure groups and social movements.</li> <li>• Membership and aims of social movements; methods and resources including use of new technologies.</li> <li>• The global nature of some social movements.</li> <li>• The women's movement and the environmental movement as examples of social movements.</li> <li>• Debates about the effectiveness of social movements.</li> </ul>	<ul style="list-style-type: none"> <li>• GP1 - Pressure Groups and Protest Movements - Social movements</li>   <li>• GP4b – Feminism &amp; Environmentalism</li> </ul>
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## 2.2 A2 UNIT 3

### **Political concepts and theories**

Unit 3, political concepts and theories, involves the study of political theories and their application. Learners will develop a critical knowledge and understanding of a range of ideological traditions: liberalism, conservatism, socialism, communism and nationalism, and their contemporary relevance. In studying the impact of political ideas on global politics learners are expected to study at least two global regions from Africa, The Americas, Asia and Europe.

### 3.1 Liberalism

Key Concepts	Content and amplification	Links to Legacy Specification
<b>3.1.1 Fundamental values and ideas.</b>	<ul style="list-style-type: none"> <li>Origins of Liberal ideas; Classical and Modern Liberalism: human nature; liberty; natural rights; individualism; equality; pluralism; rationalism; justice; toleration.</li> </ul>	<ul style="list-style-type: none"> <li>GP4b – Liberalism- Human nature, individualism, natural rights, tolerance - Democracy, social contract, freedom, justice, equality- Libertarianism, utilitarianism, pluralism.</li> </ul>
<b>3.1.2 Liberal views.</b>	<ul style="list-style-type: none"> <li>Concepts of political liberalism; democracy; liberal state; social contract; liberal democracy; constitutionalism and the rule of law.</li> <li><b>Negative and positive freedoms and rights.</b></li> <li>Concepts of economic liberalism; laissez-faire and libertarian views of the market; the New Right.</li> <li>Debates about the role of the state in ensuring equality; equality of opportunity; equality of outcome.</li> <li>The impact of liberal ideas on Welsh political parties and movements.</li> <li>The impact of liberal ideas on global politics.</li> </ul>	<ul style="list-style-type: none"> <li>GP4b – Liberalism- The meaning of liberalism, particularly liberal ideas and values concerning the individual, capitalism and welfare.</li> <li>GP4b – Liberalism- Neo-liberalism and its relationship to the New Right.</li> <li>GP4b – Liberalism- Liberal views on human nature and the state.</li> <li>GP4b – Liberalism- The impact of liberal thinking on the actions and policies of political parties and movements (including examples outside the UK).</li> </ul>

## 3.2 Conservatism

Key Concepts	Content and amplification	Links to Legacy Specification
<b>3.2.1 Fundamental values and ideas.</b>	<ul style="list-style-type: none"> <li>Origins of Conservative ideas; Traditional; Authoritarian and New Right; elitism, individualism; pragmatism; tradition and order; organic society; hierarchy; natural inequality; authority; property; libertarianism</li> </ul>	<ul style="list-style-type: none"> <li>GP4b – Conservatism - Debates about the nature of conservatism. - Conservative views and attitudes towards human nature, authority and private property.</li> </ul>
<b>3.2.2 Conservative views.</b>	<ul style="list-style-type: none"> <li>Concepts of political and moral conservatism; natural inequality/aristocracy; institutions underpinning this: the family; the church; the nature of authority from above.</li> <li>Conservative debates on immigration; integration; rights of minorities; welfare.</li> <li>Economic conservatism; laissez-faire and intervention; the role of the markets; neo- liberalism.</li> <li>The impact of conservative ideas on Welsh political parties and movements.</li> <li>The impact of conservative ideas on global politics.</li> </ul>	<ul style="list-style-type: none"> <li>GP4b – Conservatism - Organic society, authority, paternalism</li> <li>GP4b – Conservatism - The significance of conservative attitudes towards government, the free market, the state and the individual.</li> <li>GP4b – Conservatism - The impact of conservative thinking on the actions and policies of political parties and movements.</li> </ul>



## 3.2 Socialism and Communism

Key Concepts	Content and amplification	Links to Legacy Specification
<b>3.3.1 Fundamental values and ideas.</b>	<ul style="list-style-type: none"> <li>Origins of Socialist ideas; Social Democracy; Democratic Socialism and Communism: gradualism; revolution; class conflict; social justice; equality; community; proletariat; bourgeoisie.</li> </ul>	<ul style="list-style-type: none"> <li>GP4b – Socialism - Fraternity, class-conflict, social justice, social exclusion, freedom - Utopianism, communism, democratic socialism, gradualism, revisionism, social democracy.</li> </ul>
<b>3.3.2 Socialist views.</b>	<ul style="list-style-type: none"> <li>Concepts of political Socialism; class; society; equality; Marxism; revolutionary and parliamentary Socialism.</li> <li>Concepts of economic Socialism; views on Capitalism; property and public ownership; ownership of the means of production; collectivism; wealth redistribution; ethical socialism.</li> <li>The impact of socialism on Welsh labour movement.</li> <li><b>The impact of socialist ideas on global politics.</b></li> </ul>	<ul style="list-style-type: none"> <li>GP4b – Socialism - Socialist values concerning human nature, community and the state.- Class analysis and Marxism, and debates relating to co-operation, egalitarianism and public ownership.</li> <li>GP4b – Socialism - Private property and public ownership, co-operation collectivism, wealth redistribution, equality.</li> <li>GP4b – Socialism - The extent to which socialism exists outside the Labour Party in Wales, within Plaid Cymru and within minor political parties.</li> </ul>

### 3.3 Nationalism

Key Concepts	Content and amplification	Links to Legacy Specification
<b>3.4.1 Fundamental values and ideas.</b>	<ul style="list-style-type: none"> <li>Origins of Nationalist ideas; Civic; Ethno-cultural; Liberal and Conservative Nationalism: identity politics; nation; nation state; sovereignty; patriotism; organic community; xenophobia.</li> </ul>	<ul style="list-style-type: none"> <li>GP4b – Nationalism - Nation, nation-state, national self-determination, patriotism, separatism, pan-nationalism, supranationalism.- Organic community, identity, xenophobia, civic nationalism, ethno-cultural nationalism</li> </ul>
<b>3.4.2 Nationalist views.</b>	<ul style="list-style-type: none"> <li>National consciousness; defining a nation and a nation state; national sovereignty; the role of history; language; culture and national symbols in promoting collective identity.</li> <li>Concepts of political Nationalism; government promotion of nationalist values and citizenship; ethnicity; institutions; separatism and self- determination.</li> <li>The impact of nationalism on Welsh political parties and movements.</li> <li>The impact of nationalist ideas on global politics.</li> </ul>	<ul style="list-style-type: none"> <li>GP4b – Nationalism - Concepts of ‘nation’, defining a nation, ideas of national sovereignty and collective identity, national consciousness, national symbols, liberal nationalism, conservative nationalism.</li> <li>GP4b – Nationalism - The roles of history, citizenship and ethnicity in defining a nation; criticisms of theories of organic communities; identity politics.</li> <li>GP4b – Nationalism - A background to Welsh nationalism's development; an identification of the ethnoregionalist nature of Plaid Cymru and distinction between this and traditional nationalism.</li> </ul>

**Government and politics of the USA**

This unit introduces learners to the government and politics of the USA through an examination of three related themes: democracy in America, governance and participation. Learners will analyse critically the ideas and institutions that underpin the American political system. In the assessment of this unit credit will be given for appropriate references to contemporary developments, issues and debates in the areas covered.

## 4.1 Democracy in America

Key Concepts	Content and amplification	Links to Legacy Specification
<b>4.1.1 Equality, liberty and republicanism.</b>	<ul style="list-style-type: none"> <li>The origins of and the principles underpinning <b>the Declaration of Independence</b> and the US Constitution.</li> <li>The importance of the Constitution.</li> </ul>	<ul style="list-style-type: none"> <li>GP4a – The Constitutional Framework of US Government - The nature and significance of the US Constitution</li> <li>GP4a – The Constitutional Framework of US Government - The importance of the constitutional principles</li> </ul>
<b>4.1.2 Federalism.</b>	<ul style="list-style-type: none"> <li>Theories of federalism.</li> <li>Federal vs state power.</li> </ul>	<ul style="list-style-type: none"> <li>GP4a – The Constitutional Framework of US Government – Federalism</li> <li>GP4a – The Constitutional Framework of US Government – Relationship between the federal government and the states.</li> </ul>
<b>4.1.3 The Bill of Rights.</b>	<ul style="list-style-type: none"> <li>The importance of the Bill of Rights.</li> <li><b>Contemporary debates about civil rights and civil liberties in the USA: gun ownership; death penalty and privacy.</b></li> </ul>	<ul style="list-style-type: none"> <li>GP4a – The Constitutional Framework of US Government - The significance of the Bill of Rights.</li> </ul>

## 4.2 Government of the USA

Key Concepts	Content and amplification	Links to Legacy Specification
<b>4.2.1 US Congress.</b>	<ul style="list-style-type: none"> <li>The Constitution and Congress.</li> <li>How Congress works; (e.g. majority and minority leaders; Speaker of the House; the legislative process; the committee system; seniority; filibuster; parties in Congress; gridlock; log-rolling and pork-barrelling).</li> <li>Debates about the relationship of Congress with the executive and judicial branches of government.</li> </ul>	<ul style="list-style-type: none"> <li>GP4a – The Legislative Branch of Government: US Congress - The constitutional role and power(s) of the US Congress.</li> <li>GP4a – The Legislative Branch of Government: US Congress - The composition of Congress and the different terms of office.</li> <li>GP4a – The Legislative Branch of Government: US Congress - The relationship of Congress with the Executive Branch of government and the Supreme Court.</li> </ul>
<b>4.2.2 The US President home and abroad.</b>	<ul style="list-style-type: none"> <li>The enumerated powers of the President.</li> <li>Limitations and constraints from the Constitution, Congress and the Supreme Court.</li> <li>Debates concerning the relative power and influence of the Cabinet and the Executive Office of President.</li> <li>The developing role of the US President at home and abroad including debates about the effectiveness and power of the US President and Imperial Presidency.</li> </ul>	<ul style="list-style-type: none"> <li>GP4a – The Executive Branch of Government - Debates concerning Presidential power.</li> <li>GP4a – The Executive Branch of Government - Limitations and constraints on executive power from the Constitution, Congress and the Supreme Court.</li> </ul>

### 4.2.3 The US Supreme Court.

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| <ul style="list-style-type: none"> <li>• The constitutional role of the Supreme Court and the nature of judicial power.</li> <li>• The status of the Constitution and the Supreme Court's role in upholding it.</li> <li>• The impact of the landmark cases of Marbury vs Madison (1803) and McCulloch vs Maryland (1819).</li> <li>• Debates and controversies surrounding the nomination, appointment and tenure of Supreme Court justices.</li> <li>• The political significance of the Supreme Court: debates about the impact of the ideological, gender and religious composition of the Supreme Court.</li> <li>• Approaches to legal reasoning: precedents and analogies; judicial restraint and strict constructionism v. judicial activism; debates over key decisions in historical and contemporary cases.</li> <li>• Debates about the effectiveness of the Supreme Court in protecting citizens' rights.</li> </ul> | <ul style="list-style-type: none"> <li>• GP4a – The Judicial Branch of Government: The Supreme Court - The constitutional role of the Supreme Court and the nature of judicial power.</li> <li>• GP4a – The Judicial Branch of Government: The Supreme Court - The Supreme Court's role as guardian of the Constitution through constitutional interpretation.</li> <li>• GP4a – The Judicial Branch of Government: The Supreme Court - The political significance of the Supreme Court and the impact of its landmark judgments.</li> <li>• GP4a – The Judicial Branch of Government: The Supreme Court - Debates and controversies surrounding the selection and appointment process of Supreme Court Justices.</li> <li>• GP4a – The Judicial Branch of Government: The Supreme Court -The protection of citizens, rights by the Supreme Court.</li> </ul> |
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### 4.3 Participation and democracy in US politics

Key Concepts	Content and amplification	Links to Legacy Specification
<b>4.3.1 Elections in the US.</b>	<ul style="list-style-type: none"> <li>The process of presidential elections: the invisible primary; primary and caucus systems; the national nominating conventions; presidential and vice-presidential ‘tickets’; the Electoral College.</li> <li>The influence of money and media in US elections; including campaign finance reform and regulation; the roles of PACs (Political Action Committees); super-PACs; other advocacy groups and the impact of social media.</li> </ul>	<ul style="list-style-type: none"> <li>GP3a – The Electoral Process and Direct Democracy - The main characteristics of presidential and congressional elections and campaigns and the main influences on their outcomes.- Candidate selection and nomination through the primary and caucus system and the role of the national nominating conventions.</li> <li>GP3a – The Electoral Process and Direct Democracy - The significance of money as a factor in electoral success and the impact of the media on campaigns and candidates. - GP3a – Pressure Groups - The role and significance of Political Action Committees, especially regarding electoral finance.</li> </ul>
<b>4.3.2 Voting Behaviour.</b>	<ul style="list-style-type: none"> <li>Long-term determinants of voting behaviour in the US, including: socio-economic status; race and ethnicity; region.</li> <li>Core voting coalitions and partisanship.</li> <li>Short-term and recency determinants of voting behaviour; including: campaign factors such as candidates, issues and incumbency; swing states and independent voters.</li> </ul>	<ul style="list-style-type: none"> <li>GP3a – Voting Behaviour - The long-term determinants of American electoral behaviour including socio-economic status, gender, age, race and ethnicity, region and religion.</li> <li>GP3a – Voting Behaviour - Links between the parties and their core voting coalitions.</li> <li>GP3a – Voting Behaviour - Recency factors in voting behaviour including differing issues and candidates at different elections and their relative importance.</li> </ul>

**4.3.3 Political parties in the US.**

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| <ul style="list-style-type: none"> <li>• The US political spectrum. Democrats and Republicans: their differing ideologies; values and policies.</li> <li>• The extent of division and unity within the main parties: factions including the Religious Right; Tea Party; Progressive Democrats; New Democrats.</li> <li>• Reasons for two-party dominance; the significance of third parties and independent candidates.</li> </ul> | <ul style="list-style-type: none"> <li>• GP3a – Political Parties - The two main political parties and their differing ideologies, values, policies and traditions.</li> <li>• GP3a – Political Parties - The factionalised nature of the parties: the reasons for, and consequences of, their internal divisions.</li> <li>• GP3a – Political Parties - Reasons for two-party dominance and the significance of third parties and independent candidates.</li> </ul> |
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## RESOURCE AND TEACHING INSPIRATION

In order to be as relevant and helpful as possible this section of the Guidance for Teachers for Government & Politics focuses on the areas of the specification that are new to, or significantly changed from, the legacy qualification. In the specification mapping document above, each concept has been linked to the legacy qualification and this guide is designed to assist in the areas that are likely to require new resources and planned materials.

The sections below have been divided into concept areas for ease of reference and include ideas for teaching and resources that may help students and teachers with the new specification. The new specification includes exciting links to the global (international) political arena and, therefore, this has been a focus throughout this section of the Guidance for Teachers.

Some concepts also have sample resources included at the end of the relevant unit. These can be used in any way that teachers consider helpful and are intended to be starting points for teachers to develop their own resources and for students in terms of research. The same is true of the resources sections.

In terms of the resources sections it is worth noting, firstly, that the vast amount of material available for most of these concepts means that this list is very far from being definitive; secondly, that the online references are correct at the time of publication and thirdly, that a mixture of text-book, online articles and videos have been included to demonstrate the range of resources available and with mindfulness to the fact that students of a wide-range of abilities have selected to take Government & Politics. Where a resource is particularly targeted at the more able student, this has been highlighted in yellow.

## AS UNIT 1 - Government in Wales & the UK

### 1.1 Sovereignty, power and accountability

### Key Concept: 1.1.1 The British Constitution

Elements new to this specification	Teaching inspiration	Additional resource material
<p><b>The principles of the constitution: Parliamentary sovereignty; rule of law; parliamentary government; constitutional monarchy and the EU</b></p>	<p>To understand the importance of the rule of law it would be useful to compare a country in which the rule of law is maintained to one in which it is not. The World Justice Project (<a href="http://worldjusticeproject.org/rule-law-around-world">http://worldjusticeproject.org/rule-law-around-world</a>) provides some excellent and regularly updated data on the application of the rule of law internationally.</p> <p>Students could be encouraged to compare a country with high adherence to the rule of law (for example, Denmark or Norway) with one in which the rule of law is less applied (Russia or Kenya are good examples).</p>	<p>You may want to consider a visit to the UK Parliament who offer sessions focussed on the constitution or the Supreme Court (<a href="http://www.parliament.uk/visiting/">http://www.parliament.uk/visiting/</a>). In addition, the majority of general textbooks provide basic information on the constitutional framework of Britain and the principles of the constitution. Of particular interest:</p> <ul style="list-style-type: none"> <li>- D Kavanagh, et al, <i>British Politics</i> (Oxford University Press 2006) provides a good basic introduction to the constitutional framework (Ch 10)</li> <li>- J Jowell and D Oliver, <i>The Changing Constitution</i> (Oxford University Press, 2004)</li> <li>- K Harrison and T Boyd, <i>The Changing Constitution</i> (EUP 2006)</li> <li>- T Bingham, <i>The Rule of Law</i>, (Penguin, 2012) provides a good legal background to the rule of law</li> </ul>
<p><b>The British Constitution – its reform: debates regarding the effectiveness of the British constitution and whether it needs reform.</b></p>	<p>This concept lends itself to a structured debate on the topic of constitutional reform. The key arguments for and against constitutional reform are shown in <b>Resource 1</b>.</p> <p>For a debate such as this the following rules of argumentation would be appropriate:</p> <ul style="list-style-type: none"> <li>- 30 minutes to prepare the debate and research the key arguments on both sides without students knowing which side they will ultimately debate.</li> <li>- Two students are assigned to each team and given five minutes to prepare two three minute “speeches” during which only two interventions are allowed.</li> <li>- The final 15 minutes could involve a plenary exercise to summarise arguments.</li> </ul>	<p>For a good introduction to the principles of the constitution, the Political &amp; Constitutional Reform Committee has produced a useful PDF <a href="#">the UK Constitution</a> and for a more academic article the publicly available <a href="#">Core Principles of the British Constitution</a> by Cristina Parau of the Department of Politics and International Relations at the University of Oxford will challenge the most able students.</p>

Elements new to this specification	Teaching inspiration	Additional resource material
<b>Examples where the Supreme Court has ruled on constitutional matters</b>	<p>It is worth remembering that the UK Supreme Court is not a constitutional court along the lines of the model of most European countries in that it is not separate from the rest of the legal system.</p> <p>The official website of the Supreme Court provides useful details on current cases (<a href="https://www.supremecourt.uk/current-cases/index.html">https://www.supremecourt.uk/current-cases/index.html</a>) which includes full case details.</p> <p>For the purposes of understanding the role of the Supreme Court in ruling on constitutional matters the following cases are useful:</p> <ul style="list-style-type: none"> <li>- HS2 Action Alliance Limited v The Secretary of State for Transport on the HS2 rail link and the rule of EU law and primacy in the constitution</li> <li>- Article 50 “Brexit” Case &amp; Appeal (<i>ongoing at the time of writing</i>)</li> </ul> <p><b>Resource 2</b> provides a number of case studies that could be followed or investigated in detail by students.</p>	<p>The majority of text books include some useful background information on the judiciary in the UK. The following additional books could be of use:</p> <ul style="list-style-type: none"> <li>• JAG Griffiths, <i>Politics of the Judiciary</i>, 2010</li> <li>• G Slapper, <i>The English Legal System: 2014-2015</i>, 2015</li> </ul> <p>For recent cases and a range of current articles, consider:</p> <ul style="list-style-type: none"> <li>• <a href="https://www.supremecourt.uk/current-cases/index.html">https://www.supremecourt.uk/current-cases/index.html</a></li> <li>• <a href="https://www.judiciary.gov.uk/about-the-judiciary/the-justice-system/the-supreme-court/">https://www.judiciary.gov.uk/about-the-judiciary/the-justice-system/the-supreme-court/</a></li> <li>• <a href="http://www.independent.co.uk/news/people/lord-neuberger-on-the-supreme-court-five-key-cases-from-its-first-five-years-9789269.html">http://www.independent.co.uk/news/people/lord-neuberger-on-the-supreme-court-five-key-cases-from-its-first-five-years-9789269.html</a></li> </ul> <p>A good documentary can be found at <a href="https://www.youtube.com/watch?v=PZtYENfNa7k">https://www.youtube.com/watch?v=PZtYENfNa7k</a></p> <p>An interesting comparison between the UK and US supreme courts can be found at <a href="http://www.journalonline.co.uk/Magazine/60-2/1018891.aspx">http://www.journalonline.co.uk/Magazine/60-2/1018891.aspx</a></p>
<b>Debates about a legal jurisdiction for Wales</b>	<p>For a basic introduction to the case for and against enhanced separated legal jurisdiction in Wales, the National Assembly for Wales provide a number of articles and the main arguments (e.g. <a href="#">A Welsh jurisdiction?</a>). Students could look to survey people in their class and in the wider community and speak to AMs and local councillors to gather information on what an independent judiciary could look like and the arguments for and against it.</p>	<p>Articles can also be found at:</p> <ul style="list-style-type: none"> <li>• Mark Garnett, The UK judiciary: renewal or just more rivalry, <i>Politics Review</i>, February 2010</li> <li>• Andrew Le Sueur, Judges in the modern British constitution, <i>Politics Review</i>, February 2009</li> </ul>

1.1 Sovereignty, power and accountability

**Key Concept:** 1.1.3 The British Constitution in a global context

Elements new to this specification	Teaching inspiration	Additional resource material
<p><b>Key constitutional statutes and treaties governing the UK's relationship with international bodies (including the EU, NATO and the UN)</b></p>	<p><b>Resource 3</b> provides a mind-map of the main international treaties and statutes. These could all be researched individually by students who then provide mini-presentations back to the class.</p> <p>You might also want to look at a new resource on our <a href="#">website</a> that outlines the role of the UN.</p> <p>To develop an understanding of the need for global treaties, students could undertake a global model exercise in which they take the role of the UN in dealing with an international crisis. <b>Resource 4</b> provides an example of how this could be done.</p>	<p>It would be useful for students to attend model EU and UN sessions where available (these are provided regularly by CEWC in Wales <a href="http://www.wcia.org.uk/cewc/">http://www.wcia.org.uk/cewc/</a> ) as well as the modelling exercise.</p> <p>L Kaplan, <i>The Long Entanglement: NATO's First Fifty Years</i>, (Praeger, 1999) provides a classic account of the history of NATO and its challenges. For a more controversial and interesting read, R Shirreff, <i>2017: War with Russia</i> (Coronet, 2016) is hard to put down!</p> <p>There are many introductions to international bodies available on-line including the <i>Very Short Introduction</i> series which cover the UN, EU and NATO as well as a number of political concepts. In 2016 the <i>Oxford Research Group</i> produced a good article on UK and UN peace keeping operations which is available as a PDF download at <a href="http://www.oxfordresearchgroup.org.uk/publications/briefing_papers_and_reports/uk_and_un_peace_operations_cause_greater_engagement">http://www.oxfordresearchgroup.org.uk/publications/briefing_papers_and_reports/uk_and_un_peace_operations_cause_greater_engagement</a></p>
<p><b>The UK, Brexit and a changing world</b></p>	<p>Brexit is an opportunity for students in politics classes to take a role in promoting politics in the school by encouraging wider debate.</p> <p>Students should develop, at this interim juncture, a good understanding of the current role of the UK in the EU and how this may change in the future. This could be done through a series of debates on key issues, such as:</p> <ul style="list-style-type: none"> <li>- How should the UK approach international trade and relationships?</li> <li>- What role should the UK try to assume in Europe?</li> <li>- How will Brexit impact on Wales / Business / grant funding, etc.</li> </ul> <p>These could be school-wide debates in which students could briefly present information.</p> <p>It would also be helpful for students to put together practice position papers for discussion.</p>	<p>At the time of writing, the lack of clarity as to the form that Brexit will take means that there are few articles that provide a balanced view. The University of Cambridge podcast <i>Talking Politics</i> provides some helpful and thought provoking discussions on issues as they develop; as does <a href="http://politics.co.uk">politics.co.uk</a>.</p>

Elements new to this specification	Teaching inspiration	Additional resource material
<p><b>The roles and influence of backbench MPs and peers; the role of the Opposition; parliamentary privilege</b></p>	<p><b>Resource 5</b> provides a series of statements relating to the role of the opposition. Students could discuss these to decide whether they are functions or problems for the opposition and then group them into three main functions and three main problems.</p> <p>Students can assess the role and function of individual MPs and whether they make a difference by researching what their local MP does on a daily basis – a visit to or talk from a local MP is helpful at this point. Students can then analyse the importance of the following elements of their roles:</p> <ul style="list-style-type: none"> <li>• Party membership</li> <li>• Constituency work</li> <li>• Scrutiny and rebellion</li> <li>• Individual and personal interest</li> <li>• Legislation through Private Members' Bills</li> <li>• Media exposure and causes</li> </ul>	<p>A large number of biographies and auto-biographies exist that give a good insight into the influence of backbenchers, peers and the opposition.</p> <p>A scholarly personal view is offered by Andrew Mitchell MP in the Oxford Journal accessible at <a href="http://pa.oxfordjournals.org/content/47/4/687.extract">http://pa.oxfordjournals.org/content/47/4/687.extract</a></p> <p>The majority of textbooks provide information on the role of the backbencher, opposition and peers including Philip Norton's <i>Parliament in British Politics</i> (Palgrave Macmillan 2005)</p> <p>A number of resources also provide good personal views on the role of an MP:</p> <ul style="list-style-type: none"> <li>• <a href="http://www.parliament.uk/about/mps-and-lords/members/mps/">http://www.parliament.uk/about/mps-and-lords/members/mps/</a></li> <li>• <a href="http://news.bbc.co.uk/democracylive/hi/guides/newsid_8148000/8148397.stm">http://news.bbc.co.uk/democracylive/hi/guides/newsid_8148000/8148397.stm</a></li> <li>• <a href="https://www.youtube.com/watch?v=-9Qz3-Alvd4">https://www.youtube.com/watch?v=-9Qz3-Alvd4</a></li> <li>• <a href="https://www.youtube.com/watch?v=rzLuo3cxIGI">https://www.youtube.com/watch?v=rzLuo3cxIGI</a></li> </ul> <p>The Find Your Way resource from UK Parliament also provides useful background information: <a href="http://www.parliament.uk/education/teaching-resources-lesson-plans/a-level-booklet-about-parliament/">http://www.parliament.uk/education/teaching-resources-lesson-plans/a-level-booklet-about-parliament/</a> and is free to download.</p>

Elements new to this specification	Teaching inspiration	Additional resource material
<p><b>PMQ/MQs and the work of committees</b></p>	<p>It is worthwhile for students to watch PMQ / MQ sessions either via <a href="#">BBC Parliament</a> or one of the many examples on YouTube. Examples on YouTube include some of the most famous PMQ encounters.</p> <p>Many quality daily newspapers report PMQ widely. It would be helpful to watch a live PMQ then the next lesson to review the newspaper coverage of it.</p> <p><u>Lesson suggestion:</u> Students could take part in a mock PMQ in which they question the “Prime Minister” on a range of unseen topics for 5 minutes. This could then lead on to a discussion of what is done to make it “easier” for the PM – pre-prepared questions, written responses, reduced time, planted questions, etc. and then a plenary discussion on the value of PMQ &amp; MQ looking at – media perception, personalisation, accountability and transparency. Students could finish by producing a written piece of work on the positives and negatives of PMQ/MQ.</p>	<p>P Norton, <i>Parliament in British Politics</i>, (Palgrave, 2005) provides a good, if slightly dated, discussion on the value of PMQ &amp; MQ and detailed discussions on the role of committees.</p> <p>The <i>parliament.uk</i> website gives details of current committees and schedules for Parliament.</p> <p>By far the best way to understand PMQ is to watch it live and to compare with a retrospective media portrayal.</p> <p>John Bercow provides a very interesting history of PMQ which is aimed at Canadian readers and is available at <a href="http://www.revparl.ca/35/2/35n2_12e_Bercow.pdf">http://www.revparl.ca/35/2/35n2_12e_Bercow.pdf</a></p>

1.3 How devolution works in Wales

**Key Concept:** 1.3.2 How the National Assembly of Wales works

Elements new to this specification	Teaching inspiration	Additional resource material
<p><b>The influence of AMs; the role of the opposition</b></p>	<p>To understand the role of an AM and the role of opposition with the National Assembly for Wales students could research the websites of specific AMs and the <a href="#">National Assembly Website</a>. There are also many media articles that provide another view on how effective the assembly is. It is worth investigating the local differences between an MP and an AM and students could map out the respective roles and responsibilities of the two.</p>	<p>A number of good basic texts on devolution exist including</p> <ul style="list-style-type: none"> <li>• J Mitchell, 'Devolution and the Future of the Union' in J Fisher et al, <i>Central Debates in British Politics</i> (Longman, 2003)</li> <li>• R Deacon, D Griffiths and P Lynch, <i>Devolved Great Britain: the New Governance of England, Scotland and Wales</i> (Sheffield Hallam University Press, 2002).</li> <li>• Deacon, R and Sandry, A (2007) <i>Devolution in the UK</i>, Edinburgh University Press</li> <li>• D Kavanagh, et al, <i>British Politics</i>, p322-345, OUP (2006)</li> </ul>
<p><b>Debates over the effectiveness of the National Assembly for Wales in its roles of legislation and scrutiny</b></p>	<p><b>Resource 6</b> provides a critical thinking grid which can be used in terms of the National Assembly for Wales and its effectiveness. This should be used in terms of a class discussion on the National Assembly for Wales with each pupil taking a different issue.</p> <p>A discussion of the effectiveness of the National Assembly for Wales in legislation and scrutiny can focus on a debate in which each side takes an opposing view.</p> <p>Students could consider marking each other's answer or marking essay examples against the criteria provided in the Sample Assessment Materials.</p> <p>Visits to the National Assembly for Wales and discussions with local AMs are helpful in terms of giving context to the work of the National Assembly for Wales.</p>	<p>A number of video clips and short article are also available, including the role of an MP on <a href="http://www.parliament.uk">www.parliament.uk</a> and a day in the life of an assembly member available on <a href="http://www.senedd.tv.uk">www.senedd.tv.uk</a></p> <p>Duncan Watts, <i>AS Government and Politics</i>, 2008. p282-284 is a useful starting point for devolution in general. Helpful additional information is also available at <a href="http://www.assembly.wales/en/memhome/mem-role-response/Pages/mem-role-response.aspx">http://www.assembly.wales/en/memhome/mem-role-response/Pages/mem-role-response.aspx</a></p>



1.3 How devolution works in Wales

**Key Concept:** 1.3.3 The impact and development of devolution in the UK

Elements new to this specification	Teaching inspiration	Additional resource material
<p><b>Devolution in England</b></p>	<p>It is useful briefly to cover the existing areas of devolution in England which go beyond the London Assembly.</p> <p>Students should look to map the functions and roles of the London Assembly.</p> <p>It is also worth considering the implications for devolution in the UK in the light of:</p> <ul style="list-style-type: none"> <li>- The Scottish referendum</li> <li>- The result of the 2015 General Election</li> <li>- The “Brexit” referendum vote</li> </ul> <p>Practice essays on how representative the London Assembly is and what is the future for devolution in England would be useful too.</p>	<p>A number of updated websites are devoted to the issues and details of devolution including <a href="http://www.local.gov.uk/devolution-deals">http://www.local.gov.uk/devolution-deals</a> and the Secretary of State’s paper on the implications of devolution to England, which is accessible at <a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/387598/implications_of_devolution_for_england_accessible.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/387598/implications_of_devolution_for_england_accessible.pdf</a></p> <p>There are a number of specific chapters and articles that relate to various elements of devolution in England, including: P Dorey, ‘The West Lothian Question’ in Talking Politics September 2002 and P Cocker and A Jones, Essential Topics in Modern British Politics and Government (Liverpool Academic Press, 2006) which raises the question of a federal England. Details of the London Assembly are readily available (e.g. <a href="https://www.london.gov.uk/about-us/london-assembly/about-london-assembly">https://www.london.gov.uk/about-us/london-assembly/about-london-assembly</a>)</p>



RESOURCE 1

ARGUMENTS FOR AND AGAINST CONSTITUTIONAL REFORM – A CODIFIED CONSTITUTION AND A BILL OF RIGHTS

In Favour		Against	
CODIFIED CONSTITUTION	A BILL OF RIGHTS	CODIFIED CONSTITUTION	BILL OF RIGHTS
The codification of the constitution would give us a single document that all could “see” and understand.	A bill of rights provides secured rights within the constitution.	A lack of public interest in reform and a general feeling of “if it ain’t broke don’t fix it!”.	Parliament is sovereign in the UK and acts through individual legislation.
Almost every other substantial democracy has a written constitution.	A bill of rights enables new and additional rights to be added.	It would be almost impossible to codify the current UK constitution.	Rights have been protected in Britain for centuries without one!.
Many of the parts of our democracy that we hold dear (parliamentary sovereignty, the role of the PM) have no legal support.	A bill of rights could be a distinctively British document with rights tailored to our customs.	The evolutionary nature of the UK Government has allowed it to react to change and develop unlike any other government.	Entrenching a bill of rights makes it inflexible and difficult to amend or improve upon.
The constitution has evolved but is outmoded now – the people should be sovereign and should have a role in determining the new constitution.	The clear setting out of rights and responsibilities could help secure the socio-cultural history of Britain.	A codified constitution would be politically motivated and would result in the politicisation of the judiciary.	Currently civic duties are neglected in place of rights.
A codified constitution would secure and establish institutions and devolved government.	Human rights should not be able to be overturned as easily as they are by Parliament.	Separation of powers is alien to the British system which relies on subtle balances of power.	Some rights and duties cannot be easily codified in constitutional legislation.
There would be greater public confidence in elected officials and the political elite would no longer be able to operate.		Codified constitutions come about through revolutions and can be destroyed as easily – the uncoded one is stronger!.	
The present constitution has led to an elective dictatorship that is lacking separation of powers and the undermining of the judiciary.		The cost, time and effort to codify the constitution is disproportionate to its benefits.	

Further details can be found at: <http://www.publications.parliament.uk/pa/cm201415/cmselect/cmpolcon/463/46308.htm>

Lord Neuberger has outlined 5 key cases in which the Supreme Court has been involved:

**The tycoon, the divorce battle and the 'corporate veil'**

- *June 2013*
- In 2013, the Supreme Court was asked to examine the disputed assets at the heart of Nigerian oil tycoon Michael Prest's acrimonious separation from his British wife Yasmin.

**Horncastle and 'hearsay' evidence**

- *December 2009*
- The thorny issue of "hearsay" evidence was dealt with by the Supreme Court in one of its earliest cases. The use of statements from witnesses who are not present, were not under oath at the time and are not able to be cross-examined has long been permitted in British courts.

**Al Rawi and secret hearings**

- *July 2011*
- Should protecting national security trump the long-held British legal principle of open justice? That was the point at issue in the case of Al Rawi after a series of former inmates from US-run prisons, including Guantanamo Bay tried to bring claims against UK security services for contributing to their detention, rendition and mistreatment.

**HS2 and the monitoring of Parliament**

- *January 2014*
- Campaigners opposing the high-speed rail link between London and the north-west (HS2) sought a judicial review of the Government's plans – specifically whether they complied with EU environmental directives.

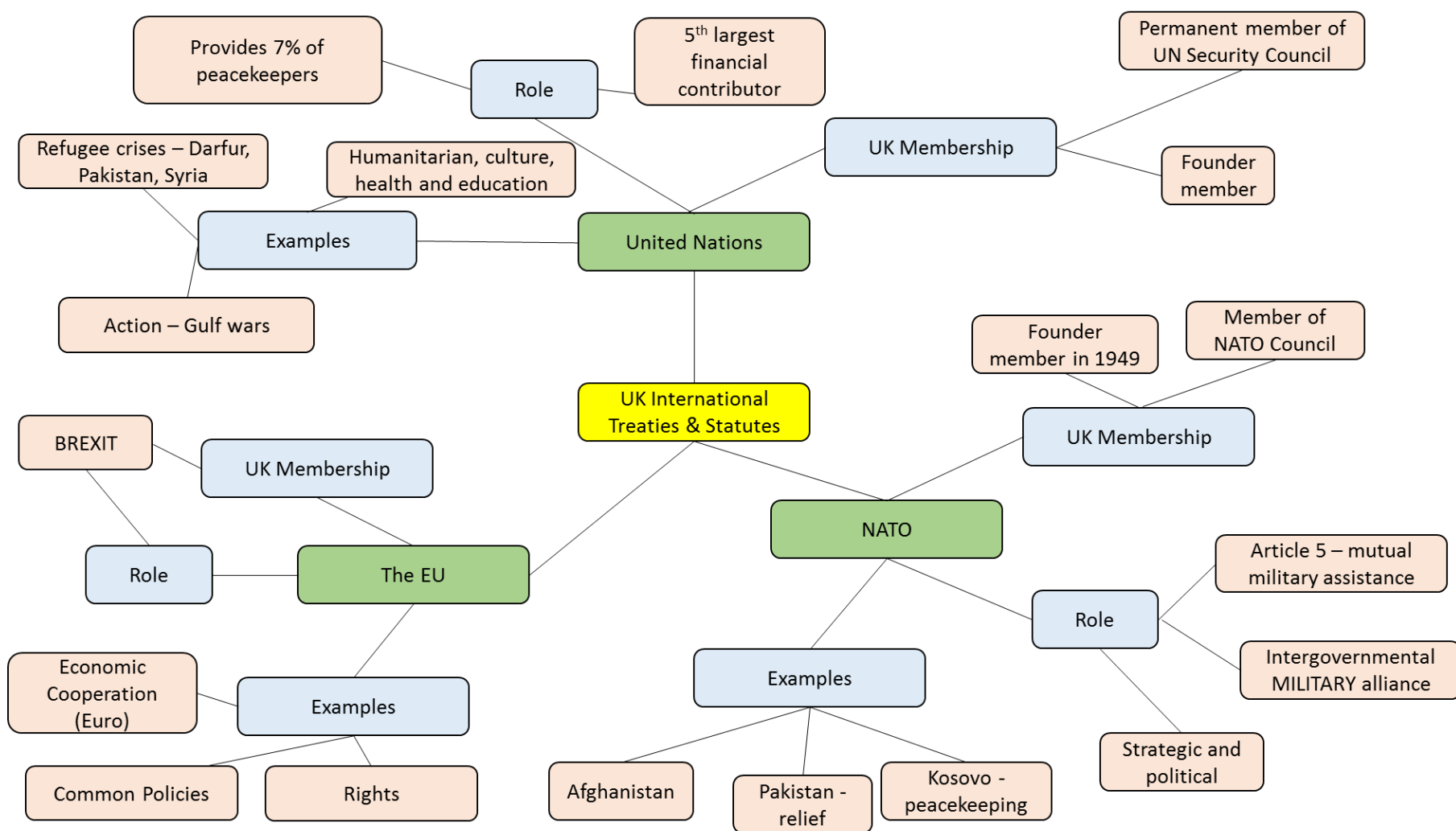
**Tony Nicklinson and the right to die**

- *June 2014*
- One of the most famous cases heard by the Supreme Court was brought by the family of Tony Nicklinson, who had locked-in syndrome; by Paul Lamb, paralysed in a road accident; and by a man known only as Martin who wished to go to a Swiss suicide clinic.

Information taken from:

<http://www.independent.co.uk/news/people/lord-neuberger-on-the-supreme-court-five-key-cases-from-its-first-five-years-9789269.html>

RESOURCE 3 INTERNATIONAL TREATIES MIND-MAP



## RESOURCE 4 INTERNATIONAL CRISIS MODEL EXERCISE (ICME)

Many resources that provide detailed simulation exercises are available on the internet. The following is a very basic exercise to encourage students to think about the need for international coalition and alliance. It can be tailored to a range of situations and class sizes.

### Scenario Management

1. Each student is to represent an individual country – these can be any countries.
2. Provide details of an event that has taken place to students – an example could be a large influx of refugees that have crossed the border from Niger to Chad.
3. Provide one of the cards below to each student which states their countries view-point. (additional cards can be developed or students can work in pairs)

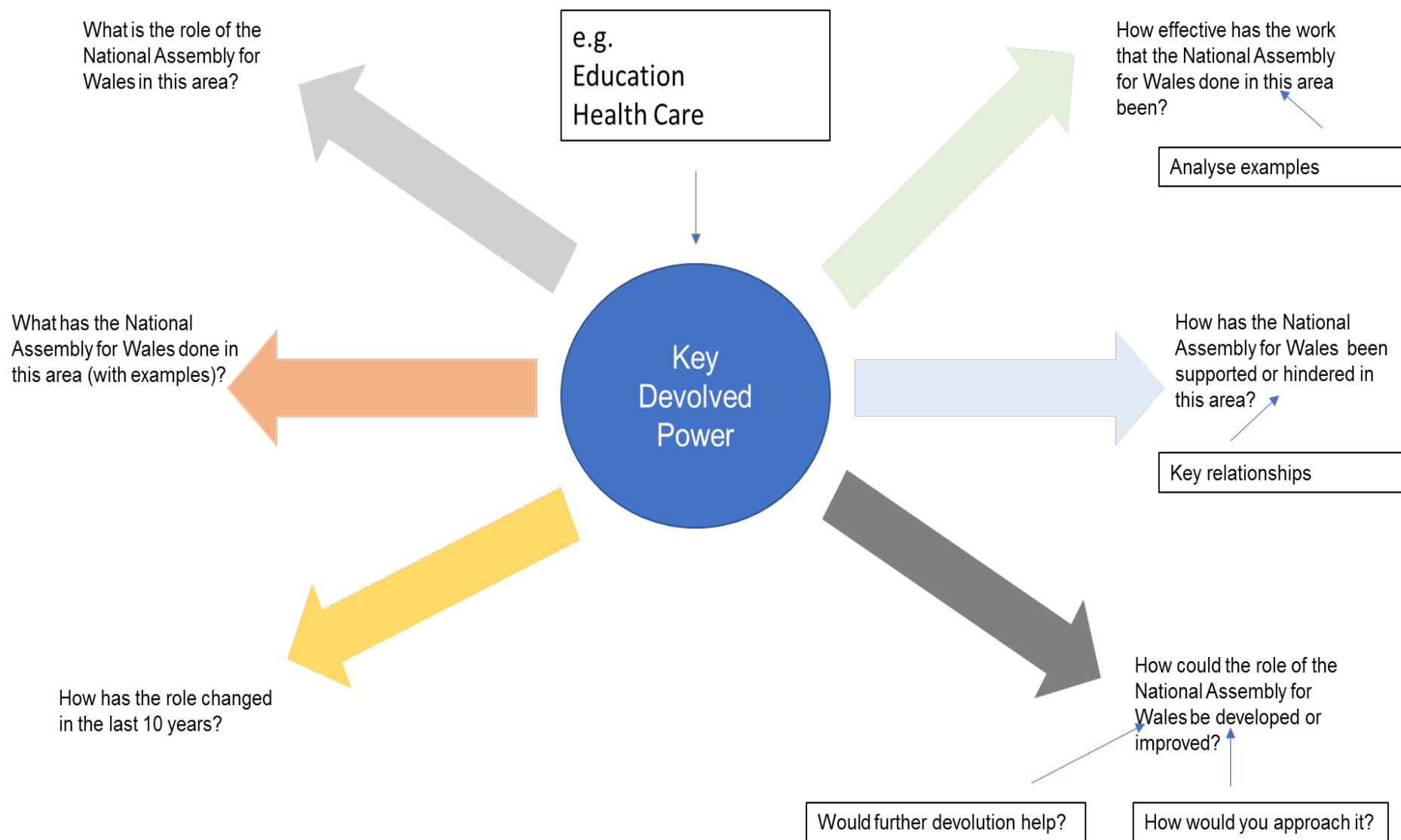
<u>Host (receiving country)</u> Has limited natural and financial resources  Is unable to cope with the influx of refugees  Is threatening to send the refugees home	<u>Country of origin of the refugees</u> War-torn and the Government is not functioning properly  Refugees are not safe to return home	<u>Wealthy neighbouring country</u> Is willing to provide some financial assistance  Does not want to become embroiled in the war in the country of origin  Will not accept refugees
<u>LEDC neighbour</u> Concerned about the spread of the war  Totalitarian regime  No financial or political will to assist	<u>The USA</u> Political pressure not to intervene  Historically poor relations with both the host country and the country of origin  Has troops stationed in the wealthy neighbouring country	<u>The UK</u> Public interest in helping the situation  No commitments in the region at present

4. Allow them 5 minutes to develop this further (ideally with use of iPads / laptops).
5. Open up a general discussion for 10-15 minutes or longer if students need longer.
6. Discuss how international organisations could assist and aid the situation and what the chance of resolution would be without them.

RESOURCE 5 OPPOSITION ROLE - STATEMENTS TO BE SORTED INTO FUNCTIONS, PROBLEMS AND OPPORTUNITIES

Essential to the day-to-day functioning of Parliament.	Official opposition v opposition parties.	Opposing the government.	Providing sustained scrutiny.
Minister to shadow minister disagreement.	Support for the government where appropriate.	National interest and responsibility v need to scrutinise.	Alternative government "in waiting".
Reviewing policies in the light of international & domestic circumstances.	Lack of information available.	Responding to the political agenda.	Government taking the policy of the opposition.
Pressure from party members and voters to become more fundamental.	Building party and voter morale.	Maintaining consistency with pre-election policies.	Fight for election.

RESOURCE 6 THE NATIONAL ASSEMBLY FOR WALES DEBATE MIND-MAP



## AS UNIT 2 - LIVING AND PARTICIPATING IN A DEMOCRACY

### 2.1 Citizenship and rights

#### Key Concept: 2.1.1 Citizenship in a democracy

Elements new to this specification	Teaching inspiration	Additional resource material
<p><b>Definition of citizenship (including global citizenship)</b></p>	<p>Classroom discussion about what it means to be a citizen. This can be supported by a number of resources on citizenship. Students should answer the question, what does it mean to be a citizen in Britain today? This should include rights and responsibilities associated with citizenship.</p> <p>This could then be transferred to a global context by looking at various opinions on global citizenship; including the view of Bill Gates <a href="https://www.youtube.com/watch?v=xsJwHK2_OOQ">https://www.youtube.com/watch?v=xsJwHK2_OOQ</a>. It is also worth looking at clips (available on YouTube) from a range of Global Citizen events.</p> <p>A classroom debate on what a global citizen needs to do can be concluded by a description of a global citizen.</p>	<p>There are many videos and articles available on the following sites that explore the concept of citizenship:</p> <ul style="list-style-type: none"> <li>• The National Assembly for Wales</li> <li>• UK Parliament</li> <li>• YouTube</li> <li>• citizensadvice.org</li> </ul> <p>A general understanding of the rights and responsibilities for a global citizen and a UK citizen can be found in the following books and articles:</p> <ul style="list-style-type: none"> <li>• Liberty provide some interesting resources on human rights and “rights after Brexit”, available at <a href="https://www.liberty-human-rights.org.uk/human-rights">https://www.liberty-human-rights.org.uk/human-rights</a></li> <li>• G Delanty, <i>Citizenship in a Golden Age</i>, OUP (2000) provides a very comprehensive summary of rights and globalisation</li> <li>• T Desmoyers, <i>Citizenship in Modern Britain</i>, Cavendish (2003) will cover the main concepts behind rights and their application</li> <li>• A very interesting global perspective can be found at: <a href="https://www.ted.com/talks/hugh_evans_what_does_it_mean_to_be_a_citizen_of_the_world">https://www.ted.com/talks/hugh_evans_what_does_it_mean_to_be_a_citizen_of_the_world</a></li> </ul>
<p><b>Freedom, equality, participation and active citizenship, the rule of law; protection under the law; rights of minorities; positive discrimination</b></p>	<p>Mind-map of the freedoms we enjoy as global citizens and which rights are protected under the law.</p> <p>Free copies of the UN Passport for Human Rights are available from amnesty.org and form a good starting point for discussion (<a href="https://www.amnesty.org.uk/resources/my-rights-passport-ed112#.WGuALU1vjcs">https://www.amnesty.org.uk/resources/my-rights-passport-ed112#.WGuALU1vjcs</a> )</p> <p>Students could take a “right” and develop a brief</p>	<p>The Law Society and the Supreme Court as well as several universities provide good evidence of the sources of rights for UK citizens. D Kavanagh, et al, <i>British Politics</i>,</p>

	<p>presentation on how well the right is applied to us in Britain. It could also be a comparison with the USA and a country in which rights are seen differently (e.g. Saudi Arabia or Pakistan).  <b>Resource 1</b> includes details of the arguments for and against a Bill of Rights in the UK.</p>	<p>OUP (2006) p479-497 provides a good overview of rights and the judicial processes as does Foster, S (2006) <i>The Judiciary, Human Rights and Civil Liberties</i>, Edinburgh University Press.</p>
<p><b>Main sources of rights for a citizen of the UK, including the ECHR; HRA 1998; a British Bill of Rights; relevant contemporary legislation including that on racial and gender equality</b></p>	<p><b>Resource 7</b> provides details of the main sources of rights. These could be presented to students as part of a class discussion followed by a practice essay on the sources of the rights of a citizen in the UK.</p>	



2.1 Citizenship and rights

**Key Concept:** 2.1.2 The importance of rights and possible conflicts of rights

Elements new to this specification	Teaching inspiration	Additional resource material
<p><b>Significant rights of citizens: freedom of expression; association; religion; right to petition; right to privacy; rights to enjoyment of liberty and fair trial</b></p>	<p>Essential to this concept is debating the importance of rights, which rights should be protected and which rights have the potential to conflict with other rights.</p> <p>Students could begin by debating rights by building on the information on rights they have gathered in the previous section. This is usefully done through looking at a number of common and case law cases, including:</p> <ul style="list-style-type: none"> <li>• The Pippa Middleton photos privacy case (<a href="http://rightsinfo.org/pippa-middleton-photos-human-rights-act-protects-privacy-practice/">http://rightsinfo.org/pippa-middleton-photos-human-rights-act-protects-privacy-practice/</a>)</li> <li>• The “Gay Cake” case – Lee v Asher’s Bakery (<a href="http://rightsinfo.org/mr-lee-cake-and-eat/">http://rightsinfo.org/mr-lee-cake-and-eat/</a>)</li> <li>• Gender segregation in Islamic schools (<a href="http://rightsinfo.org/separate-but-equal/">http://rightsinfo.org/separate-but-equal/</a>)</li> </ul>	<p>There are many useful websites that list a range of relevant cases. Of particular interest is Rights Info (<a href="http://rightsinfo.org/infographics/fifty-human-rights-cases/">http://rightsinfo.org/infographics/fifty-human-rights-cases/</a>) which provides details of the 50 most important pieces of rights legislation with links to the relevant ECHR articles. An interesting article on the limits of Freedom of Speech can be found at <a href="http://www.independent.co.uk/voices/commentators/yasmin-alibhai-brown/yasmin-alibhai-brown-no-democracy-should-declare-free-speech-an-absolute-right-2266091.html">http://www.independent.co.uk/voices/commentators/yasmin-alibhai-brown/yasmin-alibhai-brown-no-democracy-should-declare-free-speech-an-absolute-right-2266091.html</a></p>
<p><b>Debates about what rights citizens should have</b></p>		<p>It is also worthwhile to look at the site for the Equality &amp; Human Rights Commission - <a href="https://www.equalityhumanrights.com/en/secondary-education-resources/useful-information/equality-case-studies">https://www.equalityhumanrights.com/en/secondary-education-resources/useful-information/equality-case-studies</a></p>
<p><b>Debates about conflicts over the enjoyment of rights: limits to freedom of expression; the media and privacy</b></p>	<p>A mock trial in which students discuss these cases could be a useful way of understanding these rights further and it may be helpful for students to film themselves doing a 5 minute presentation on a “key right”.</p> <p>Producing mini-essays on the potential conflicts between rights or mapping the conflicts would be a useful way of consolidating knowledge.</p> <p>Students can also discuss particular rights and map the potential conflict through card-sorting and mind-mapping.</p>	<p>In this context it may also be worth reading memoirs and accounts, such as H Lee, <i>To Kill A Mockingbird</i>, (1960); G Orwell, <i>1984</i> and M Yousafzai, <i>I Am Malala</i>, (2013)</p> <p><b>The more able student can be challenged by the global perspective offered by E Posner</b> (<a href="http://ericposner.com/category/human-rights/">http://ericposner.com/category/human-rights/</a>)</p>

2.1 Citizenship and rights

**Key Concept:** 2.1.3 The protection of human rights

Elements new to this specification	Teaching inspiration	Additional resource material
<p><b>The European Convention on Human Rights</b></p>	<p>At the outset it is worth students having a thorough understanding of the ECHR. Research that leads to mini-presentations on the role, details and cases that relate to the ECHR would be useful.</p>	<p>The ECHR have produced a very useful fact file that covers the main details of the ECHR, available at <a href="http://www.echr.coe.int/Pages/home.aspx?p=caselaw/otherpublications/teaching">http://www.echr.coe.int/Pages/home.aspx?p=caselaw/otherpublications/teaching</a></p>
<p><b>Debates about whether citizens' rights are protected sufficiently in the UK</b></p>	<p>Role plays and debates work well with this concept and provide students with the opportunity to consider whether rights are protected in the UK.</p> <p>They should look to consolidate knowledge on the basis of the information they have gathered. Students could produce gap-fill / information exchange or mini-presentations on:</p> <ul style="list-style-type: none"> <li>• ECHR</li> <li>• HRA 1998</li> <li>• Other rights legislation</li> </ul> <p>Essay topics could include:</p> <ul style="list-style-type: none"> <li>• to what extent are human rights protected in the UK?</li> <li>• should there be further protection of human rights?</li> </ul> <p>A card-sorting exercise to decide which piece of legislation impacts on particular rights would be useful.</p>	<p>There are also a number of videos that are useful to introduce the concept:</p> <ul style="list-style-type: none"> <li>• <a href="https://www.youtube.com/results?search_query=human+rights+ted+talk">https://www.youtube.com/results?search_query=human+rights+ted+talk</a></li> <li>• <a href="https://www.youtube.com/watch?v=fG8hiuKF-Gk">https://www.youtube.com/watch?v=fG8hiuKF-Gk</a></li> <li>• <a href="https://www.youtube.com/watch?v=oZ1Hjn_CpJs">https://www.youtube.com/watch?v=oZ1Hjn_CpJs</a> (for more able students)</li> <li>• <a href="https://www.theguardian.com/culture/video/2016/apr/25/patrick-stewart-sketch-what-has-the-echr-ever-done-for-us-video">https://www.theguardian.com/culture/video/2016/apr/25/patrick-stewart-sketch-what-has-the-echr-ever-done-for-us-video</a> - an interesting satirical look at what the ECHR has “done for us”</li> </ul> <p>Specific textbooks on the ECHR are available, consider:</p> <ul style="list-style-type: none"> <li>• <b>Jacobs, White &amp; Ovey: The European Convention On Human Rights, OUP (2013)</b></li> <li>• A Mowbray, Cases and Materials on The European Convention on Human Rights, OUP (2007)</li> <li>• P Cocker and A. Jones, Contemporary British Politics and Government (Liverpool Academic Press, 2002)</li> <li>• Foster, S (2006) The Judiciary, Human Rights and Civil Liberties, Edinburgh University Press</li> </ul>

Elements new to this specification	Teaching inspiration	Additional resource material
<p><b>Key elections (at all levels) in Wales, including examples</b></p>	<p>To understand the electoral structure in Wales, students should focus on local, assembly and general elections. It is helpful if they have some understanding of the complexities of the d'Hondt formula and students should compare results from the 2007, 2011 and 2016 assembly elections all of which are available on the BBC website. It would be helpful for students to arrange interviews with their local Regional AM representatives and also local councillors.</p> <p>It may be helpful for students to run a series of mock results through the d'Hondt formula – there are a number of online calculators for this, in order to predict results through a range of mock-up style options (<a href="http://icon.cat/util/elections">http://icon.cat/util/elections</a>).</p> <p>It is also a useful task for students to list all their representatives and place issues alongside each representative. This could lead onto a discussion on the strengths and weaknesses of the electoral system and the risk of over representation.</p>	<p>The following text books provide a useful introduction to the electoral system:</p> <ul style="list-style-type: none"> <li>• Paul Fairclough, Government and Politics, People, Politics and Participation, 2008. p41-42</li> <li>• Duncan Watts, AS Government and Politics, 2008. p 50-51</li> <li>• Dennis Kavanagh, British Politics, 2006. p340-344</li> </ul> <p>In addition there are a number of useful electronic resources:</p> <ul style="list-style-type: none"> <li>• <a href="http://www.assembly.wales/en/gethome/elections-referenda/Pages/abt-nafw-how-assembly-elected.aspx">http://www.assembly.wales/en/gethome/elections-referenda/Pages/abt-nafw-how-assembly-elected.aspx</a></li> <li>• <a href="http://icon.cat/util/elections">http://icon.cat/util/elections</a> is a useful for calculator</li> <li>• <a href="http://www.politicscymru.com/en/cat2/article29/">http://www.politicscymru.com/en/cat2/article29/</a> provides useful articles on how the electoral layers work together</li> </ul>

Elements new to this specification	Teaching inspiration	Additional resource material
<p><b>Reasons for and the extent of party loyalty and partisan dealignment in Wales and the UK</b></p>	<p><b>Resource 8</b> provides a mind-map of the main factors relating to voting behaviour. Students should consider factors of recency and primacy in voting behaviour and look at the more complex models of rational choice, party identification and social structures. Students could research examples for each of the factors mentioned.</p> <p>It is also important to analyse voting factors by looking at a range of “typical” voters and trying to understand who they might vote for and why. Students could critically consider Pulzer’s classic definition of politics:  <b>“Class is the basis of British party politics; all else is embellishment and detail”</b> (Pulzer, 1967)</p> <p><b>Resource 9</b> provides two diamond 9 activities that students could use to rank factors relating to voting behaviour and the factors for dealignment and</p> <p><b>Resource 10</b> provides statistics for social categorisation voting. Students could compare how statistics have changed during recent elections. Students could also look to place the factors in <b>Resource 8</b> (with supplements) into the relevant models.</p> <p>It is also helpful to look at media influence and the role of tactical and protest voting in this concept. An essay on the models for voting behaviour and the reasons for dealignment is helpful in this concept.</p>	<p>Almost all the generic textbooks contain useful sections on voting behaviour and partisan dealignment which can be supplemented by seminal works, such as D Denver, Elections and Voters in Britain (Palgrave, 2006) and <a href="https://www.ukdataservice.ac.uk/get-data/themes/politics">https://www.ukdataservice.ac.uk/get-data/themes/politics</a> provides a number of articles on voting behaviour.</p> <p>The BBC provide a useful introduction to voting behaviour (<a href="http://www.bbc.co.uk/bitesize/higher/modern/uk_gov_politics/elect_vote/revision/2/">http://www.bbc.co.uk/bitesize/higher/modern/uk_gov_politics/elect_vote/revision/2/</a>) as does the Parliament UK website. IPSOS-MORI provide detailed electoral statistics available at <a href="https://www.ipsos-mori.com/researchpublications/researcharchive/3575/How-Britain-voted-in-2015.aspx">https://www.ipsos-mori.com/researchpublications/researcharchive/3575/How-Britain-voted-in-2015.aspx</a>.</p> <p>The Politics Review has produced some useful and current articles on the outcome of the 2015 general election (<a href="https://www.hoddereducation.co.uk/.../PoliticsReview25_1_Election_examples.docx">https://www.hoddereducation.co.uk/.../PoliticsReview25_1_Election_examples.docx</a>)</p>

## 2.3 Participation through political parties, pressure groups and political movements

### Key Concept: 2.3.1 Political parties and participation in politics

Elements new to this specification	Teaching inspiration	Additional resource material
<p><b>Debates about party and candidate funding; ‘cash for influence’</b></p>	<p>Students could usefully begin this concept by a role play in which they play the roles of:</p> <ul style="list-style-type: none"> <li>• Prospective parliamentary candidate</li> <li>• Local party chairman</li> <li>• CEO of a local company</li> <li>• Local reporter</li> <li>• Leader of a local pressure group</li> </ul> <p>Students could look at a scenario such as:</p> <ul style="list-style-type: none"> <li>• A local business interest in developments influencing an election</li> <li>• Local campaign to save a hospital</li> </ul> <p>Students could also consider the case studies of the 2009 “Cash for Influence” scandal and the complaints about Department of Transport (J Greening, 2010) and the whistle-blowing of Tom Watson.</p> <p>Students could critically analyse a range of opinions and discuss the role of funding in democracy. This could be done in two groups with students producing marking criteria and proposed solutions to the conflict between vested interest and the need for money.</p>	<p>There is a considerable wealth of media related articles on the use of cash in election from sources such as the BBC, the Independent and The Guardian.</p> <p>The Electoral Commission has provided a number of useful resources and gives clear details of the rules relating to individual and party funding as has the Electoral Reform Society.</p> <p>Of particular interest is Jess Garland's “Deal or No Deal” (2015) and available at <a href="https://www.electoral-reform.org.uk/file/1619/download?token=delmfE9N">https://www.electoral-reform.org.uk/file/1619/download?token=delmfE9N</a>.</p> <p>It may also be worth looking at some specific articles and books:</p> <ul style="list-style-type: none"> <li>• Wilks-Heeg, S., Crone, S., (2010) <i>Funding Political Parties in Great Britain: a Pathway to Reform. Democratic Audit</i></li> <li>• Committee on Standards in Public Life (2011) <i>Political party finance: ending the big donor culture</i></li> <li>• Tyrie, A. and Whitehead, A. (2013) <i>Funding Democracy - Breaking the deadlock</i> <a href="http://www.fundingukdemocracy.org">www.fundingukdemocracy.org</a></li> </ul>

## 2.3 Participation through political parties, pressure groups and political movements

### Key Concept: 2.3.2 Pressure groups and participation in politics

Elements new to this specification	Teaching inspiration	Additional resource material
<p><b>Similarities and differences between parties and pressure groups</b></p>	<p>It may be helpful for students to begin by a review of a number of political parties and a number of websites and identify what they consider to be the main characteristics of each. It would be useful to look at:</p> <ul style="list-style-type: none"> <li>• The Labour Party (<a href="http://www.labour.org.uk/">www.labour.org.uk/</a>)</li> <li>• The Green Party (<a href="https://www.greenparty.org.uk">https://www.greenparty.org.uk</a>)</li> <li>• Greenpeace (<a href="http://www.greenpeace.org.uk/">www.greenpeace.org.uk/</a>)</li> <li>• UKIP (<a href="http://www.ukip.org">www.ukip.org</a>)</li> <li>• The TUC (<a href="https://www.tuc.org.uk">https://www.tuc.org.uk</a>)</li> <li>• The RSPB (<a href="https://www.rspb.org.uk/">https://www.rspb.org.uk/</a>)</li> </ul> <p><b>Resource 11</b> provides a number of characteristics cards that could be used by students to sort into columns based on the characteristics of political parties, pressure groups and both. Students may wish to look at a number of causes and ideas and see if they are better suited to a pressure group or a political party.</p>	<p>A good basic understanding of the categorisation of pressure groups can be found at <a href="http://www.bbc.co.uk/bitesize/higher/modern/uk_gov_politics/central_gov/revision/4/">http://www.bbc.co.uk/bitesize/higher/modern/uk_gov_politics/central_gov/revision/4/</a></p> <p>More detailed information on categorisation can be found in the following text books:</p> <ul style="list-style-type: none"> <li>• B Jones (ed.), Politics UK (Pearson Education, 2007).</li> <li>• G Jordan and W Maloney, Interest groups and democracy (Palgrave, 2007)</li> <li>• B Coxall, Pressure Groups in British Politics (Pearson, 2001)</li> <li>• Grant, W (2000) Pressure Groups and British Politics, Palgrave</li> </ul> <p>Looking at individual pressure group and party websites and speaking to local chambers of commerce. The Institute of Welsh Affairs is a think tank that provides information on a range of subjects and would be worth exploring in this concept.</p>
<p><b>Different types of pressure groups with examples</b></p>	<p>Students will be required to understand the differences between categorisation by aim and by method and should be confident with the political terminology of sectional, cause, insider and outsider groups.</p> <p>This could be consolidated by considering a range of local, Welsh, global and UK pressure groups and deciding how they would classify them. Writing opportunities exist in critical analysis of the different methods of categorisation.</p>	

## 2.3 Participation through political parties, pressure groups and political movements

### Key Concept: 2.3.3 Social movements and participation in politics

Elements new to this specification	Teaching inspiration	Additional resource material
<p><b>Membership and aims of social movements; methods and resources including use of new technologies</b></p> <p><b>The global nature of some social movements</b></p>	<p>This concept includes social movements and new social movements and students should develop a thorough understanding of the role, scope and concept of social movements.</p> <p>It would be helpful for students to analyse the characteristics and effectiveness of a number of historical and recent social movements, which could include:</p> <ul style="list-style-type: none"> <li>• The American civil rights movement</li> <li>• The Arab Spring</li> <li>• The LGBT rights movement</li> <li>• The feminist movement</li> </ul> <p>Students could present mini-presentations on these and identify reasons for success / failure and the main elements of their campaigning.</p>	<p>There are a number of resources that would challenge the more able students, including: H Margetts, <i>Political Turbulence: How Social Media Shape Collective Action</i>, Cavendish (2015); R Cohen, <i>Transnational social movements: an assessment</i>, University of Warwick (2012) and K Ghimire, <i>The Contemporary Global Social Movements from the UN Research Institute for Social Development</i> (2005).</p> <p>Good introductions to social movements can be provided by a number of TED talks, including:</p> <ul style="list-style-type: none"> <li>- <a href="http://www.ted.com/talks/steven_johnson_where_good_ideas_come_from">http://www.ted.com/talks/steven_johnson_where_good_ideas_come_from</a></li> <li>- <a href="https://www.ted.com/talks/bunker_roy">https://www.ted.com/talks/bunker_roy</a></li> </ul>
<p><b>Debates about the effectiveness of social movements</b></p>	<p>This would be a useful opportunity for a scenario exercise in which students plan a movement and decide what is required for the movement to succeed.</p> <p>Learning could be consolidated through marking an essay on the effectiveness of social movements using the mark scheme provided in the Specimen Assessment Material for guidance.</p>	<p>and <a href="https://www.youtube.com/watch?v=2cK8WJoigXw">https://www.youtube.com/watch?v=2cK8WJoigXw</a> which is an introduction to Donnatella Della Porta's excellent, <i>Social Movements: An Introduction</i>, Blackwell (2006).</p>



RESOURCE 7 - DETAILS OF THE MAIN SOURCES OF RIGHTS FOR A UK CITIZEN

Where do our human rights come from?

**The Universal Declaration on Human Rights (1948)**  
 The articles detailing rights that all human beings should expect – not intended as law but the foundation of national laws

**The European Convention on HR**  
 13 Articles with amended protocols established by international treaty and supported by the European Court of Human Rights. It is NOT a part of the EU and therefore not reliant on EU membership. UK courts interpret the ECHR

**Domestic Laws**  
 The range of Acts of Parliament that protect rights

**The Human Rights Act (1998)**  
 Sets out the rights that all UK citizens are entitled to by incorporating the ECHR into UK law, forcing public bodies (e.g. courts) to protect rights and ensuring that Parliament passes laws that are compatible with Human Rights education

**Convention**  
 The natural law, traditions and customs that underpin our society

**Legal Precedent**  
 Common and case law verdicts and judgements

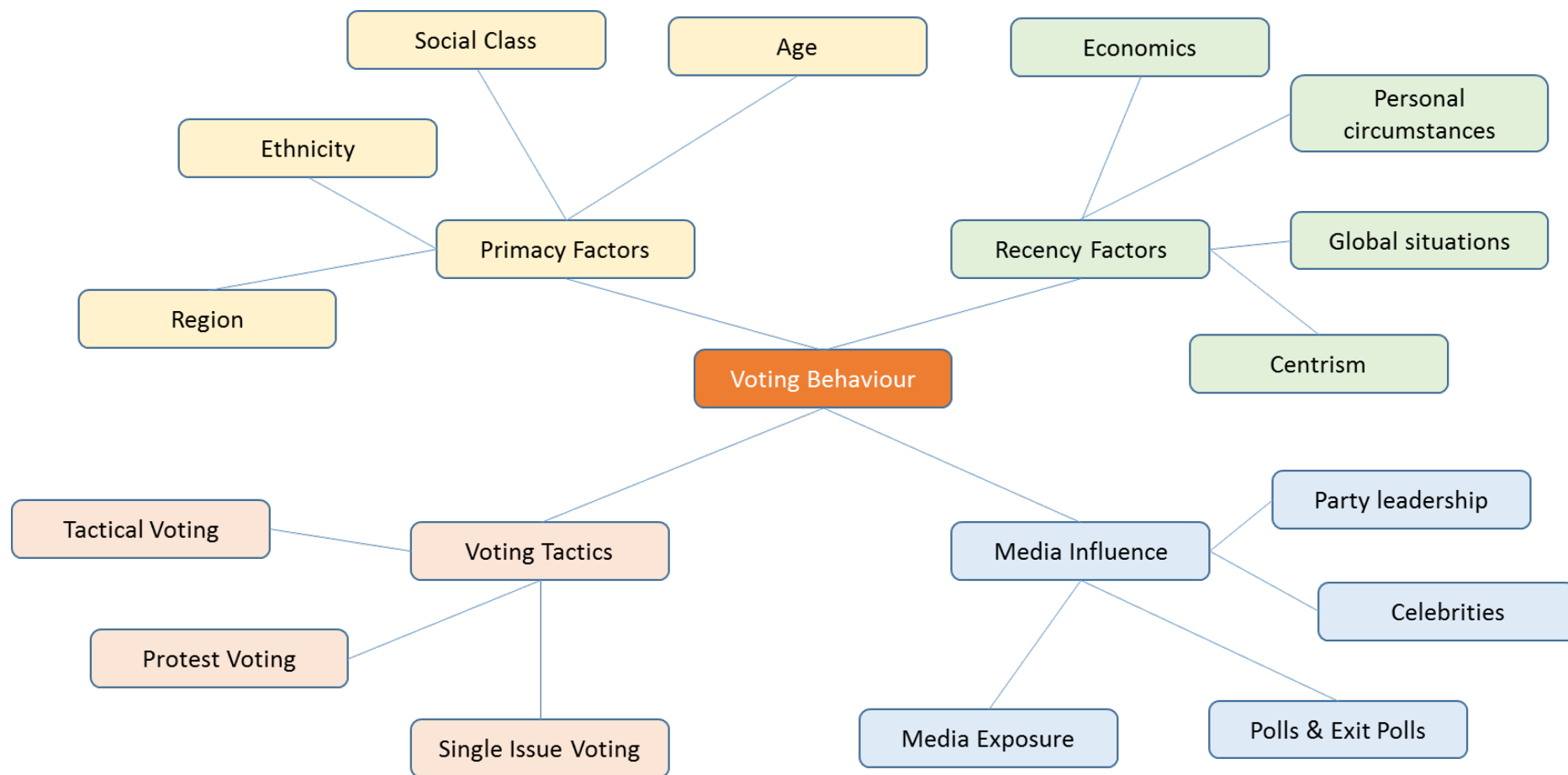
**The UK Supreme Court**  
 The final court of appeal within the UK, arbiter and protector human rights. The right to judicial review gives it strength

**The Scotland Act 1998**

**Specific Acts**  
 e.g. the Children Act (2004); the Criminal Justice Act (1996)



RESOURCE 8 - VOTING BEHAVIOUR MIND-MAP



RESOURCE 9 - DIAMOND 9 EXERCISE

VOTING BEHAVIOUR DETERMINANTS	FACTORS LEADING TO PARTISAN DEALIGNMENT
Social class and categorisation	Party leaders & campaigns
Age	Social media
Regional variations	Social mobility
Ethnicity	Breakdown in class structures
Recency factors	Global political situation
Electioneering campaigns	Faith / confidence in politicians
Influence of the media – selective filters	Personal circumstances
Gender	Economic factors
Occupation	Protest and tactical voting

**RESOURCE 10 - 2015 ELECTION STATISTICS BY SOCIAL CATEGORY**

	Voting							Turn-out				Change since 2010	
	Con %	Lab %	LD %	UKIP %	Green %	Oth %	Con lead over Lab ± %		Con ± %	Lab ± %	LD ± %	Turn-out ± %	Con-Lab swing %
<b>All</b>	<b>38</b>	<b>31</b>	<b>8</b>	<b>13</b>	<b>4</b>	<b>6</b>	<b>7</b>	<b>66%</b>	<b>+1</b>	<b>+1</b>	<b>-16</b>	<b>+1</b>	<b>0.35</b>
<b>Gender</b>													
Male	38	30	8	14	4	6	8	67%	0	+2	-14	+1	1
Female	37	33	8	12	4	6	4	66%	+1	+2	-18	+2	0.5
<b>Social Class</b>													
AB	45	26	12	8	4	5	19	75%	+6	0	-17	-1	-3
C1	41	29	8	11	4	7	12	69%	+2	+1	-16	+3	-0.5
C2	32	32	6	19	4	7	0	62%	-5	+3	-16	+4	4
DE	27	41	5	17	3	7	-14	57%	-4	+1	-12	0	2.5
<b>Men by Class</b>													
AB	46	25	11	10	3	5	21	77%	+2	+2	-16	+1	0
C1	42	27	8	12	4	7	15	68%	+2	-1	-14	+1	-1.5
C2	30	32	5	21	4	8	-2	62%	-3	-1	-14	+4	1
DE	26	40	4	18	3	9	-14	56%	-6	+5	-9	-3	5.5
<b>Women by Class</b>													
AB	44	28	12	6	5	5	16	73%	+10	-1	-19	-2	-5.5
C1	41	31	8	10	5	5	10	69%	+2	+3	-17	+3	0.5
C2	34	33	7	17	4	5	1	63%	-7	+8	-18	+5	7.5
DE	28	42	5	16	3	6	-14	57%	-1	-3	-14	+1	-1

AB = Higher & intermediate managerial, administrative, professional occupations;  
C1 = Supervisory, clerical & junior managerial, administrative, professional occupations;  
C2 = Skilled manual occupations;  
DE = Semi-skilled & unskilled manual occupations, Unemployed and lowest grade occupations  
[Extract adapted from Ipsos Mori.com, 'How Britain Voted in 2015']

RESOURCE 11 - CHARACTERISTICS OF POLITICAL PARTIES AND PRESSURE GROUPS

Broad membership	World or global view	Disagreements with the organisation	Selected or appointed leadership	Long term aspirations
Short term aspirations	Paid membership	Internal democracy	Seek to form governments	Represent their members
Seek political office	Work within the constitution	Single issue or cause	State funded	May resort to direct actions
Specific membership	Elected leadership	Seek to influence government	Consensus within the organisation	Represent a world-view
Provide advice or expertise	Charitable status	Funded by membership	Raise funds	Informal procedures and organisation

## A2 UNIT 3 - POLITICAL CONCEPTS AND THEORIES

### 3.1 Liberalism

#### Key Concept: 3.1.2 Liberal views

Elements new to this specification	Teaching inspiration	Additional resource material
<p><b>Negative and positive freedoms and rights</b></p>	<p>Students could begin by reading Isaiah Berlin's 'Two Concepts of Liberty' (1958) and aim to distinguish between:</p> <ul style="list-style-type: none"> <li>• Negative freedoms (freedom from...)</li> <li>• Positive freedoms (freedom to...)</li> </ul> <p>It would be helpful for students to analyse a number of the freedoms we hold and decide which of these are positive and which are negative. The abbreviated Universal Declaration of Human Rights (<a href="http://hrlibrary.umn.edu/edumat/hreduseries/hereandnow/Part-5/8_udhr-abbr.htm">http://hrlibrary.umn.edu/edumat/hreduseries/hereandnow/Part-5/8_udhr-abbr.htm</a>) is a good starting point as it includes a range of negative and positive freedoms and rights.</p> <p>This could lead to a class discussion on which is more important in society, both in Wales and on a global scale and how much we should be "protected from" or "enabled to".</p> <p>Conducting a survey on which rights people consider most important could be very helpful and may form the basis of other research projects.</p>	<p>A number of scholarly articles on the role of negative and positive liberty can be found to challenge the more able students:</p> <ul style="list-style-type: none"> <li>• J Christman, <i>Liberalism and Individual Positive Freedom</i>, University of Chicago Journal, Vol 101, No. 2 pp343-359</li> <li>• C Taylor, <i>What's Wrong with Negative Liberty 1990</i></li> </ul> <p>A more accessible introduction by Aaron Ross-Powell can be found at <a href="https://www.libertarianism.org/blog/what-are-negative-positive-liberty-why-does-it-matter">https://www.libertarianism.org/blog/what-are-negative-positive-liberty-why-does-it-matter</a></p> <p>A number of textbooks introduce liberalism, including:</p> <ul style="list-style-type: none"> <li>• Heywood A, (2007) <i>Political Ideologies</i>, 4th Edition, Palgrave Macmillan</li> <li>• McNaughton, N (2009) <i>Government and Politics for A2 Ideologies</i>, Hodder</li> <li>• Gray J, (2000) <i>Two Faces of Liberalism</i>, Polity Press</li> </ul> <p>There are a number of useful lectures on liberalism, available on YouTube:</p> <ul style="list-style-type: none"> <li>• <a href="https://www.youtube.com/watch?v=sUxNEhEMrXo">https://www.youtube.com/watch?v=sUxNEhEMrXo</a></li> <li>• <a href="https://www.youtube.com/watch?v=vq9irdLcZm">https://www.youtube.com/watch?v=vq9irdLcZm</a></li> <li>• <a href="https://www.youtube.com/watch?v=AZ9WOqJG-2s">https://www.youtube.com/watch?v=AZ9WOqJG-2s</a></li> </ul>

3.2 Conservatism **Key Concept:** 3.2.2 Conservative views

Elements new to this specification	Teaching inspiration	Additional resource material
<p><b>Conservative debates on immigration; integration; rights of minorities; welfare</b></p>	<p>Students should, from the outset, be careful to distinguish between Conservative (Party) and conservatism.</p> <p>Students could consider the roles of neo-liberalism and one-nationism and how they have impacted on the issues included in this concept.</p> <p>Students may also find it helpful to consider the global development of social or compassionate conservatism and its impact on the rise of the centre and its contribution to extremism. <b>Resource 12</b> provides a political science model that students could work through.</p>	<p>A good basic introduction to conservatism can be found at the helpful “philosophy basics” website: <a href="http://www.philosophybasics.com/branch_conservatism.html">http://www.philosophybasics.com/branch_conservatism.html</a> and a good introduction to the ideology of conservatism by Samuel Huntington - Conservatism as an Ideology in the American Political Review (<a href="https://www.jstor.org/stable/1952202?seq=1#page_scan_tab_contents">https://www.jstor.org/stable/1952202?seq=1#page_scan_tab_contents</a>).</p> <p>It would be helpful for students to read <i>Politics Review (no.25)</i> on conservatism as an ideology.</p> <p>There are also some interesting recent articles on the subject of conservatism and immigration, etc.:</p> <ul style="list-style-type: none"> <li>• <a href="https://www.conservativereview.com/commentary/2016/08/what-both-sides-miss-about-the-immigration-debate/">https://www.conservativereview.com/commentary/2016/08/what-both-sides-miss-about-the-immigration-debate/</a></li> </ul>
<p><b>The impact of conservative ideas on global politics</b></p>	<p>Students should consider conservatism in a number of global settings and to apply these in answers with practical examples.</p> <p>In a class, students could be tasked with preparing papers to table to a “global conference” on the impact of conservatism or in answering the question “why has conservatism been so successful globally?”.</p> <p>Countries should be considered from two global regions from Africa, The Americas, Asia and Europe. Countries that could be considered are: the USA, the UK, African States (including the role of the IMF &amp; World Bank), Arabic &amp; North African states, Germany and the EU Parliamentary families.</p>	<p>A number of textbooks provide comprehensive coverage of conservatism:</p> <ul style="list-style-type: none"> <li>• Scruton R, (2001) <i>The Meaning of Conservatism</i>, 3rd Edition, Palgrave Macmillan</li> <li>• Stelzer I, (2004) <i>Neoconservatism</i>, Atlantic Books</li> </ul> <p>The global influence of conservatism is well covered in a number of articles which students could research for themselves. Some interesting starters could be:</p> <ul style="list-style-type: none"> <li>• <a href="http://thecollegeconservative.com/2016/06/25/brexit-signals-global-shift-towards-conservatism/">http://thecollegeconservative.com/2016/06/25/brexit-signals-global-shift-towards-conservatism/</a></li> <li>• <a href="https://mises.org/blog/brief-history-global-conservatism">https://mises.org/blog/brief-history-global-conservatism</a></li> <li>• <a href="http://www.politicalresearch.org/2016/02/16/russian-social-conservatism-the-u-s-based-wcf-the-global-culture-wars-in-historical-context/">http://www.politicalresearch.org/2016/02/16/russian-social-conservatism-the-u-s-based-wcf-the-global-culture-wars-in-historical-context/</a></li> </ul>

Elements new to this specification	Teaching inspiration	Additional resource material
<p><b>The impact of socialist ideas on global politics</b></p>	<p>Students should consider socialism in a number of global settings and to apply these in answers with practical examples.</p> <p>In a class, students could be tasked with preparing papers to table to a “global conference” on the impact of socialism in a specific country from one of the global regions noted in the specification.</p> <p>Countries that could be considered are: India, Portugal, Cuba, the former USSR and Sweden. Students could also look at both the economic and social impact of socialism across a range of countries in terms of outcomes.</p> <p>It would also be useful for students to consider the benefits and problems with socialism globally. This could lead to an essay relating to the topic of whether socialism has had a positive and/or negative contribution globally.</p>	<p>A vast array of resources is available for student research although students need to be constantly mindful of the provenance of some of these and the risk of bias. The list below provides some interesting views and starting points for exploration of the global context of socialism:</p> <ul style="list-style-type: none"> <li>• <a href="https://www.history.ox.ac.uk/socialism-goes-global">https://www.history.ox.ac.uk/socialism-goes-global</a></li> <li>• <a href="http://www.thecommentator.com/article/646/does_socialism_work_a_classroom_experiment">http://www.thecommentator.com/article/646/does_socialism_work_a_classroom_experiment</a> is an interesting classroom experiment on socialism in education</li> <li>• <a href="http://isj.org.uk/back-issues/">http://isj.org.uk/back-issues/</a></li> <li>• <a href="http://isj.org.uk/imperialism-and-global-political-economy/">http://isj.org.uk/imperialism-and-global-political-economy/</a></li> <li>• <a href="https://www.thenation.com/article/socialism-in-america-is-closer-than-you-think/">https://www.thenation.com/article/socialism-in-america-is-closer-than-you-think/</a></li> </ul> <p>Of the textbooks that handle socialism, the following are most relevant to this concept:</p> <ul style="list-style-type: none"> <li>• Martell L, (2001) Social Democracy: Global and National Perspectives, Palgrave Macmillan</li> <li>• Jayatilleka D, (2014) The Fall of Global Socialism: A Counter-Narrative From the South, Palgrave</li> <li>• D Busky (2002) Democratic Socialism: A global survey, Greenwood Publishing Group</li> </ul>

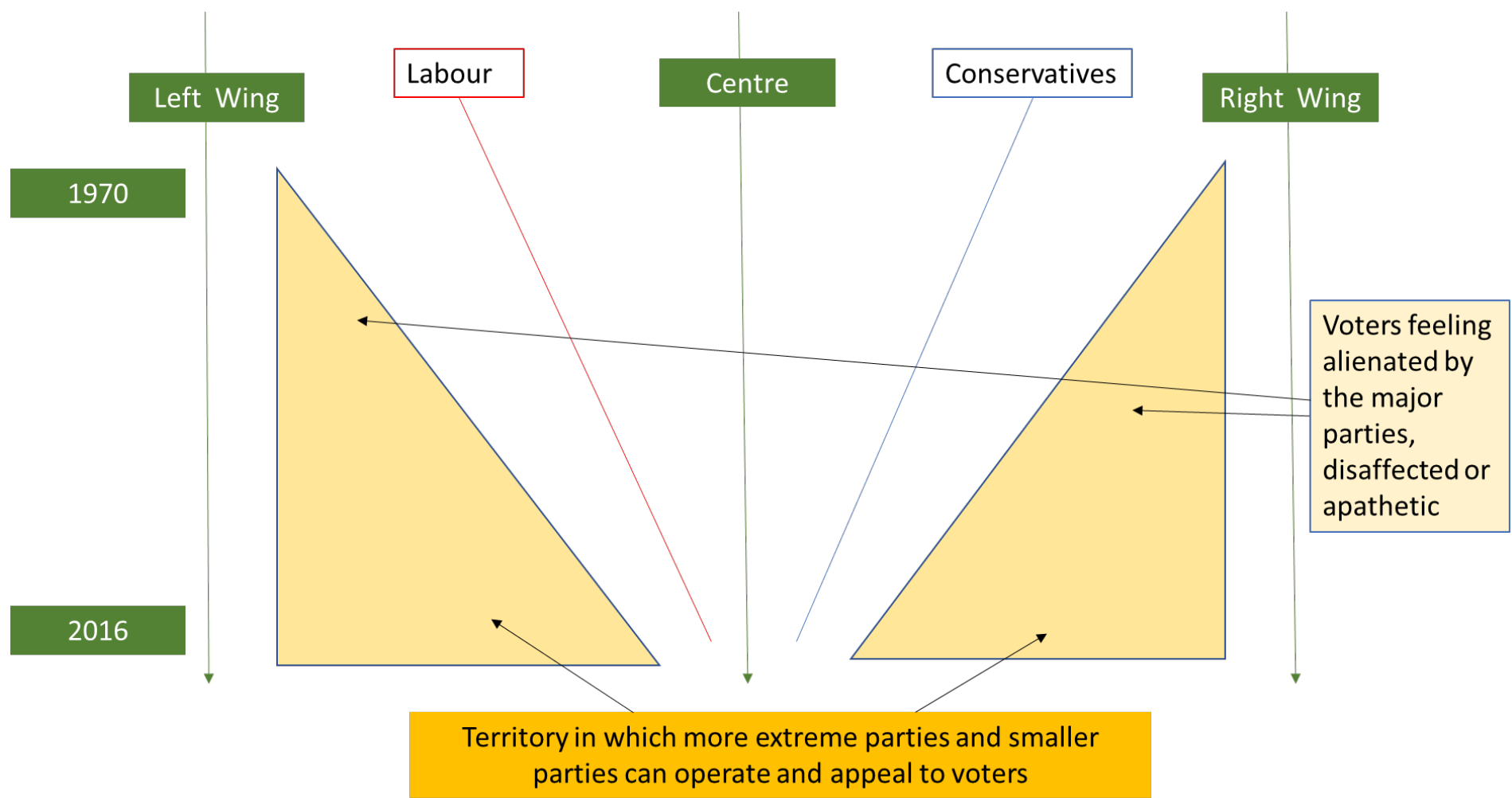


### 3.4 Nationalism

#### Key Concept: 3.4.2 Nationalist Views

Elements new to this specification	Teaching inspiration	Additional resource material
<p><b>The impact of nationalist ideas on global politics</b></p>	<p>Students should consider nationalism from two global regions and to apply these in answers with practical examples.</p> <p>Students could look at an individual mini research project. This is best done by looking at individual countries and the effect of nationalism within individual countries. Students could look at a number of case studies or use the resources suggested as starting points for discussions on the following issues:</p> <ul style="list-style-type: none"> <li>• Globalism and nationalism</li> <li>• Security and governance (<a href="http://reports.weforum.org/outlook-global-agenda-2015/top-10-trends-of-2015/8-intensifying-nationalism/">http://reports.weforum.org/outlook-global-agenda-2015/top-10-trends-of-2015/8-intensifying-nationalism/</a>)</li> <li>• Sovereignty (<a href="http://www.pewglobal.org/2003/06/03/chapter-5-nationalism-sovereignty-and-views-of-global-institutions/">http://www.pewglobal.org/2003/06/03/chapter-5-nationalism-sovereignty-and-views-of-global-institutions/</a>)</li> <li>• Immigration and integration</li> <li>• Rights and freedoms</li> </ul> <p>It would also be useful for students to consider the benefits and problems with socialism globally. This could lead to an essay relating to the topic of whether socialism has had a positive and/or negative contribution globally.</p>	<p>There are a number of articles that deal with the rise of nationalism and its global expansion:</p> <ul style="list-style-type: none"> <li>• <a href="http://www.economist.com/news/international/21710276-all-around-world-nationalists-are-gaining-ground-why-league-nationalists">http://www.economist.com/news/international/21710276-all-around-world-nationalists-are-gaining-ground-why-league-nationalists</a></li> <li>• <a href="https://www.ft.com/content/df0add1e-3fef-11e4-936b-00144feabdc0">https://www.ft.com/content/df0add1e-3fef-11e4-936b-00144feabdc0</a></li> <li>• <a href="http://books.openedition.org/ceup/571?lang=en">http://books.openedition.org/ceup/571?lang=en</a></li> </ul> <p>There are also a range of textbooks that will assist students:</p> <ul style="list-style-type: none"> <li>• Smith A D, (2001) Nationalism: Theory, Ideology, History, Polity Press</li> <li>• S Joireman, (2004) Nationalism and Political Identity, Continuum</li> </ul> <p>There are also a number of videos that may be helpful:</p> <ul style="list-style-type: none"> <li>• <a href="http://study.com/academy/lesson/nationalism-grows-in-europe-timeline-events-impact.html">http://study.com/academy/lesson/nationalism-grows-in-europe-timeline-events-impact.html</a></li> <li>• <a href="https://www.ted.com/talks/parag_khanna_maps_the_future_of_countries">https://www.ted.com/talks/parag_khanna_maps_the_future_of_countries</a></li> <li>• <a href="https://www.youtube.com/watch?v=hS40WMwVuf8">https://www.youtube.com/watch?v=hS40WMwVuf8</a> which focuses on the “battle” between nationalism and globalism</li> </ul>

RESOURCE 12 - THE SCIENCE OF THE GROWTH OF EXTREMISM



## UNIT 4 - GOVERNMENT AND POLITICS OF THE USA

### 4.1 Democracy in America

#### **Key Concept:** 4.1.1 Equality, liberty and republicanism

Elements new to this specification	Teaching inspiration	Additional resource material
<p><b>The origins and principles of the Declaration of Independence</b></p>	<p>It is helpful for students to have some background knowledge of the reasons behind the American War of Independence and particularly the desire to break from monarchical and dictatorial rule.</p> <p>The text of the declaration of independence is available widely on the internet (<a href="http://www.ushistory.org/declaration/document/index.html">http://www.ushistory.org/declaration/document/index.html</a>) and it would be helpful for students to read the text and summarise it in 100 words.</p> <p>Students could write a brief résumé of the guiding principles of the DOI and it would be particularly useful for them to compare the list of principles with the main articles in the US Constitution.</p> <p>There are a number of ways of consolidating learning about the origins of the Declaration:</p> <ul style="list-style-type: none"> <li>• Producing a cartoon-style story of the signing of the DOI.</li> <li>• Role play one of the delegates.</li> <li>• Essay researching the question “why was the Declaration of Independence signed and what are its key principles?”</li> </ul>	<p>Many of the texts relating to the constitution begin with the origins and background to the DOI. A number of websites have sections dedicated to it, including:</p> <ul style="list-style-type: none"> <li>• <a href="http://research.history.org/pf/">http://research.history.org/pf/</a></li> <li>• <a href="https://history.state.gov/milestones/1776-1783/declaration">https://history.state.gov/milestones/1776-1783/declaration</a></li> </ul> <p>A number of articles may be useful for students to use for research including:</p> <ul style="list-style-type: none"> <li>• Robert Hole - <a href="http://www.historytoday.com/robert-hole/american-declaration-independence-july-4th-1776">http://www.historytoday.com/robert-hole/american-declaration-independence-july-4th-1776</a></li> <li>• David Kople - <a href="https://www.washingtonpost.com/news/volokh-conspiracy/wp/2016/07/02/origins-of-the-declaration-of-independence-samuel-rutherfords-lex-rex/">https://www.washingtonpost.com/news/volokh-conspiracy/wp/2016/07/02/origins-of-the-declaration-of-independence-samuel-rutherfords-lex-rex/</a></li> </ul> <p>In addition a number of the main textbooks have some useful sections on the principles of the DOI:</p> <ul style="list-style-type: none"> <li>• Bennett, A J US Government and Politics (2009) pages 1 to 22</li> <li>• Harris C &amp; Magee E (2009) AQA A2 Government and Politics: Unit 3A: The Politics of the USA</li> </ul>

4.1 Democracy in America

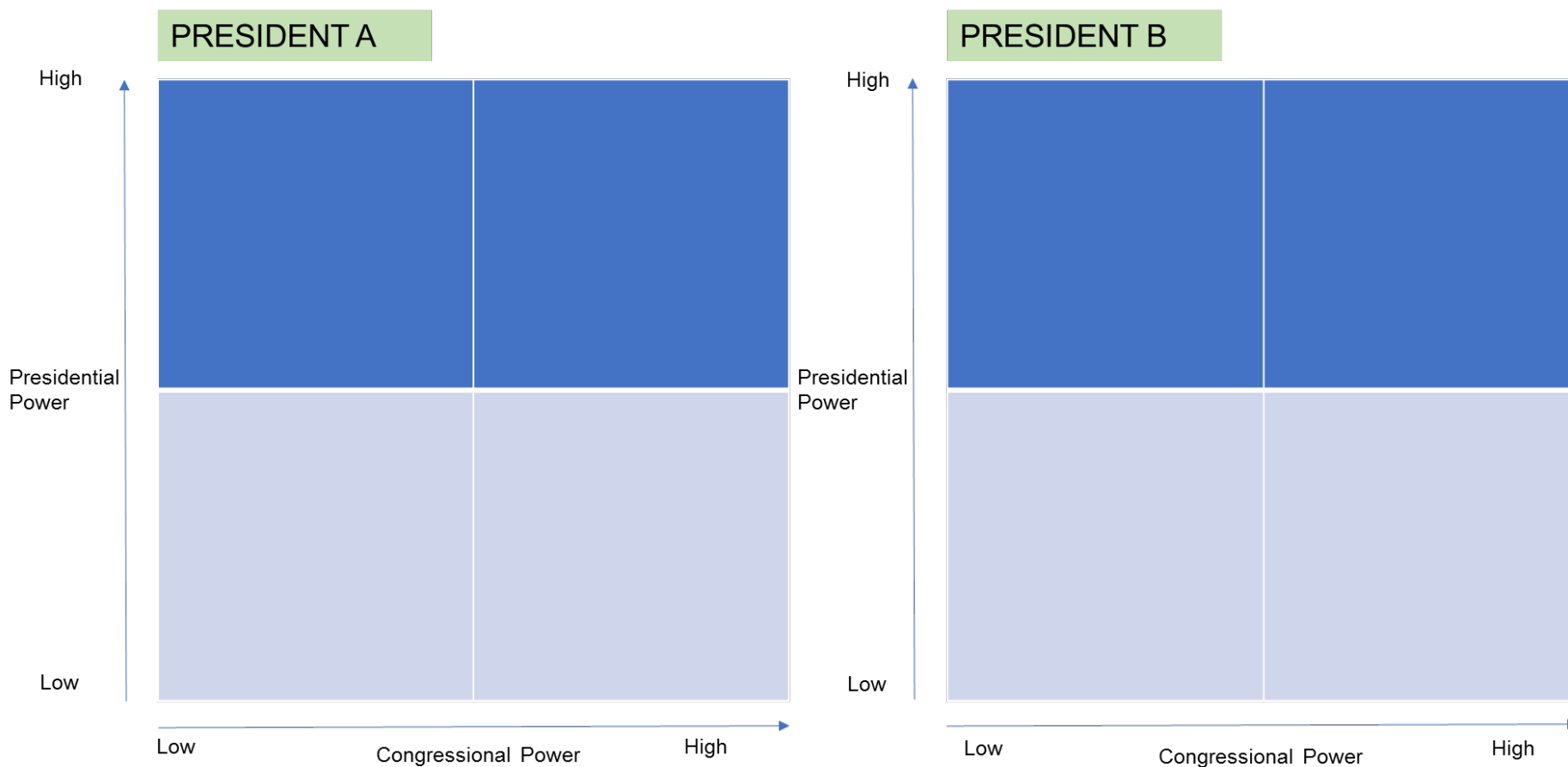
**Key Concept:** 4.1.3 The Bill of Rights

Elements new to this specification	Teaching inspiration	Additional resource material
<p>Contemporary debates about civil rights and civil liberties in the USA; gun ownership; death penalty and privacy</p>	<p>Understanding the central debate between liberty and rights is essential to this concept and students will be expected to use a good range of legal examples and the importance of the interpretation of the Constitution.</p> <p>Students could look at a range of cases relating to civil liberties as case studies and share via short presentations. Relevant Supreme Court cases could include:</p> <ul style="list-style-type: none"> <li>• <a href="#">District of Columbia v. Heller (2008)</a> (Right to carry arms)</li> <li>• <a href="#">Kyllo v. United States (2001)</a> (Right to privacy)</li> <li>• <a href="#">New York Times Co. v. United States (1971)</a> (Freedom of the press)</li> <li>• <a href="#">Morse v. Frederick (2007)</a> (Freedom of Speech)</li> </ul> <p>A debate between students over the role of rights and liberties would be useful. For this it would be valuable to research the work of advocacy groups such as <a href="#">the Brady Campaign to Prevent Gun Violence</a>.</p> <p>Students should also have a good understanding of the process and difficulties in amending the Constitution and repealing amendments.</p>	<p>A good basic introduction with links to the 14<sup>th</sup> Amendment can be found at <a href="http://www.ushistory.org/gov/10.asp">http://www.ushistory.org/gov/10.asp</a></p> <p>Details of the protections under the first amendment can be found at <a href="http://www.firstamendment.com/firstamendment.php">http://www.firstamendment.com/firstamendment.php</a> while <a href="http://civilrights.findlaw.com/civil-rights-overview/civil-liberties.html">http://civilrights.findlaw.com/civil-rights-overview/civil-liberties.html</a> provides a good range of examples of civil liberties.</p> <p>A number of landmark cases can be reviewed at <a href="http://www.billofrightsintstitute.org/educate/educator-resources/landmark-cases/freedom-of-speech-general/">http://www.billofrightsintstitute.org/educate/educator-resources/landmark-cases/freedom-of-speech-general/</a>.</p> <p>An excellent list of the most important Supreme Court cases can be found at <a href="http://www.nytimes.com/learning/teachers/featured_articles/20080915monday.html">http://www.nytimes.com/learning/teachers/featured_articles/20080915monday.html</a></p> <p>There are a range of videos and TED talks that are relevant to this concept including: Christopher Soghoian (<a href="https://www.ted.com/talks/christopher_soghoian_your_smartphone_is_a_civil_rights_issue">https://www.ted.com/talks/christopher_soghoian_your_smartphone_is_a_civil_rights_issue</a>) and Catherine Crump (<a href="http://www.ted.com/talks/catherine_crump_the_small_and_surprisingly_dangerous_detail_the_police_track_about_you?language=it">http://www.ted.com/talks/catherine_crump_the_small_and_surprisingly_dangerous_detail_the_police_track_about_you?language=it</a> – subtitled)</p> <p>Textbooks also introduce the concepts, including: Bennett, A J (2009) US Government and Politics Annual Survey 2009, Philip Allan and Watts, D (2006) Understanding American Government and Politics (Understanding Politics), Manchester University Press</p>

Elements new to this specification	Teaching inspiration	Additional resource material
<p><b>The developing role of the US President at home and abroad including debates about the effectiveness and power of the US President and Imperial Presidency</b></p>	<p>Students could begin by developing a simple graph tracing the Imperilled and Imperial Presidency and placing recent US Presidents along the line – for more sophisticated analysis this can be linked to Congressional elections.</p> <p>It would be useful for students to identify what the factors are for determining the power of the President in terms of foreign and domestic policy. <b>Resource 14</b> provides a resource for students to use to plot the changes in the power of the presidency and congress.</p> <p>Students could also map out the checks and balances on the office of the President in the Constitution and identify which elements of Presidential power are not dealt with by the Constitution (e.g. the EXOP / West Wing).</p> <p>Barak Obama provides a particularly interesting example and students could compare how the Presidency has developed and changed in the presidencies of George W Bush and Barak Obama.</p>	<p>A very good practical and introductory understanding of Presidential power and its limitations can be gained from the TV drama, <i>the West Wing (Season 1)</i>.</p> <p>It is worth having a knowledge of A Schlesinger, <i>The Imperial Presidency</i> (1973) which can be backed up with a number of articles, such as:</p> <ul style="list-style-type: none"> <li>• <a href="http://www.economist.com/node/842347">http://www.economist.com/node/842347</a></li> <li>• <a href="http://www.theatlantic.com/politics/archive/2013/09/obama-and-the-end-of-the-imperial-presidency/279405/">http://www.theatlantic.com/politics/archive/2013/09/obama-and-the-end-of-the-imperial-presidency/279405/</a></li> <li>• <a href="http://www.nationalreview.com/article/432094/executive-power-how-reform-imperial-presidency">http://www.nationalreview.com/article/432094/executive-power-how-reform-imperial-presidency</a></li> <li>• <a href="https://www.legion.org/magazine/222394/question-power-imperial-presidency">https://www.legion.org/magazine/222394/question-power-imperial-presidency</a></li> <li>• <a href="https://jamespetersnell.wordpress.com/2015/09/20/obama-the-imperilled-president/">https://jamespetersnell.wordpress.com/2015/09/20/obama-the-imperilled-president/</a></li> </ul> <p>The powers of the President are covered in all the major textbooks including: Bennett, A J (2009) <i>US Government and Politics</i> (2009), Philip Allan and Watts, D (2006) <i>Understanding American Government and Politics</i> (Understanding Politics), Manchester University Press</p>

Elements new to this specification	Teaching inspiration	Additional resource material
<p><b>The political significance of the Supreme Court: debates about the impact of the ideological, gender and religious composition of the Supreme Court</b></p> <hr/> <p><b>Approaches to legal reasoning: precedents and analogies; judicial restraint and strict constructionism v judicial activism; debates over key decisions in historical and contemporary cases</b></p>	<p>Students could look at a range of controversial cases in which the Supreme Court (SC) have made political decisions:</p> <ul style="list-style-type: none"> <li>• US v Nixon (1974)</li> <li>• Bush v Gore (2000)</li> <li>• Brown v Board of Education (1954)</li> <li>• Roe v Wade (1973)</li> <li>• Obergefell v Hodges (2015)</li> </ul> <p>Taking a case each, students could look at the composition (religion, gender, etc.) of the SC. Students may wish to map out the appointments to the Supreme Court under recent Presidents and analyse the extent to which the appointments have affected the composition of the court.</p> <p>It would also be valuable for students to analyse the extent to which courts have been strict constructionist or activist and the impact this has had on the US political and social landscape.</p> <p>Learning could be consolidated by debates and essays on whether the US Supreme Court has too much power.</p>	<p>A number of articles would be helpful in this concept in addition to the generic textbooks:</p> <ul style="list-style-type: none"> <li>• The Roberts Court or is it? (Robert McKeever, Politics Review, April 2007)</li> <li>• <a href="http://www.americanthinker.com/articles/2010/11/strict_constructionist_or_stri.html">http://www.americanthinker.com/articles/2010/11/strict_constructionist_or_stri.html</a></li> <li>• <a href="http://ordinary-gentlemen.com/2015/04/08/the-historical-case-for-strict-construction-a-structural-interpretation-part-ii/">http://ordinary-gentlemen.com/2015/04/08/the-historical-case-for-strict-construction-a-structural-interpretation-part-ii/</a></li> <li>• <a href="http://www.nytimes.com/2013/10/13/sunday-review/how-activist-is-the-supreme-court.html?pagewanted=all&amp;r=0">http://www.nytimes.com/2013/10/13/sunday-review/how-activist-is-the-supreme-court.html?pagewanted=all&amp;r=0</a></li> <li>• <a href="http://www.heritage.org/research/reports/2013/06/how-to-spot-judicial-activism-three-recent-examples">http://www.heritage.org/research/reports/2013/06/how-to-spot-judicial-activism-three-recent-examples</a></li> <li>• <a href="http://www.economist.com/blogs/democracyinamerica/2015/07/judicial-politics-0">http://www.economist.com/blogs/democracyinamerica/2015/07/judicial-politics-0</a></li> </ul> <p>The more able student may find Michael Kirby's Law Review article on constructionism and activism useful: <a href="https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2379199">https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2379199</a></p> <p>An excellent set of case studies with research and comprehension questions can be found at <a href="http://www.bville.org">www.bville.org</a></p>

RESOURCE 13 - THE FACTORS IMPACTING ON THE IMPERIAL PRESIDENCY



Example of Issues to consider:

Healthcare, education, international aid, declaration of war, military action, taxation, judicial appointments, development of the EXOP and West Wing, appointment power, the Cabinet. Constitutional amendment, social issues (e.g. gun control, homosexual rights), foreign relationships. Treaties, personality, mandate, bureaucracy, expenditure & budget

## ADDITIONAL GUIDANCE – GENERIC RESOURCE LIST

Any Guidance for Teaching will be a partial one. The resource notes below are intended as a stimulus for the teacher in addition to the resources mentioned above. Most centres will have some textbook resources, and these should remain as a general foundation.

There are some principles, however, that are at the base of the specification. Candidates should be equipped to understand both government and politics, and to this end should be aware of the relevance of evidence (with examples from Wales where most appropriate) to support general ideas. It is also essential that pupils understand the global context that is essential to the new specification.

The following pages contain a range of resources divided into broad categories within units.

### UNITS 1 & 2

#### Generic Textbooks

No one text book provides the detail required for the WJEC specification but the following may be helpful:

- Dunleavy et al. (2006) *Developments in British Politics* 8, Palgrave Macmillan
- Grant, M. (2005) *AS Level Government and Politics*, Nelson Thornes
- Heywood, A. (2008) *Essentials of UK Politics: An Introduction*, Palgrave Macmillan
- Jones, B. (2006) *Politics UK, 6th Edition*, Longman
- Jones, B. and Kavanagh, D. (2004) *British Politics Today, 7th Edition*, Manchester University Press
- Kingdom, J. (2003) *Government and Politics in Britain, 3rd Edition*, Polity Press Leach, R, Coxall, B and Robin L. (2006) *British Politics*, Palgrave Macmillan
- Roberts, D. (2004) *British Politics in Focus*, Causeway Press
- Watts, D. (2008) *AQA Government and Politics*, Nelson Thornes

We are working closely with Hodder who are publishing a set of generic Government & Politics text books for the newly reformed qualifications. These are due to be available later in the year and then we will be producing mapping grids for each of the text books.

#### Democracy & Elections

- Cole, M. (2006) *Democracy in Britain*, Edinburgh University Press
- Denver, D. (2003) *Elections and Voters in Britain*, Palgrave
- Stoker, G. (2006) *Why Politics Matters: Making Democracy Work*, Palgrave Macmillan
- Robinson, C. (2008) *Elections and Voting in the UK*, Edinburgh University Press
- Smith, N. (2006) *UK Elections and Electoral Reform*, Phillip Allan



### **Political Parties & Pressure Groups**

- Garner, R. and Kelly, R. (2003) *British Political Parties Today*, Manchester University Press
- Lee, S. and Beech, M. (eds) (2009) *The Conservatives Under David Cameron, Built to Last?*, Palgrave Macmillan
- Smith, N. (2007) *UK Parties and Pressure Groups*, Phillip Allan
- Coxall, B. (2001) *Pressure Groups in British Politics*, Pearson
- Grant, W. (2000) *Pressure Groups and British Politics*, Palgrave
- Watts, D. (2007) *Pressure Groups*, Edinburgh University Press

### **Government & the Constitution**

- Forman, N. (2002) *Constitutional Change in the UK*, Routledge
- Foster, S. (2006) *The Judiciary, Human Rights and Civil Liberties*, Edinburgh University Press
- Harrison, K. and Boyd, T. (2006) *The Changing Constitution*, Edinburgh University Press
- King, A. (2001) *Does the UK Still Have a Constitution?*, Sweet and Maxwell
- Deacon, R. and Sandry, A. (2007) *Devolution in the UK*, Edinburgh University Press
- Norton, P. (2005) *Parliament in British Politics*, Palgrave
- Trench, A. (ed) (2004) *Has Devolution Made a Difference? The State of the Nation*, The Constitutional Unit Parliament
- Buckley, S. (2006) *The Prime Minister and Cabinet*, Edinburgh University Press
- Fairclough, P. (2007) *The Prime Minister and the Cabinet*, Phillip Allan
- Short, C. (2005) *An Honourable Deception?: New Labour, Iraq, and the Misuse of Power*, Free Press

### **The European Union & Global Politics**

- Baylis, J., Smith, S., & Owens, P. (2013). *The globalization of world politics: an introduction to international relations*. Oxford University Press.
- Geddes, A. (2004) *The European Union and British Politics*, Palgrave
- Pinder, J. (2001) *The European Union, A Very Short Introduction*, Oxford Paperbacks
- Watts, D. (2008) *The European Union*, Edinburgh University Press
- Wilson, D. and Gamew, C. (2006) *Local Government in the United Kingdom*, Palgrave Macmillan

## Useful Websites

Political Parties & Pressure Groups
Greenpeace - <a href="http://www.greenpeace.org.uk">http://www.greenpeace.org.uk</a>
CBI - <a href="http://www.cbi.org.uk">http://www.cbi.org.uk</a>
Country Alliance - <a href="http://www.countryside-alliance.org.uk">http://www.countryside-alliance.org.uk</a>
Conservative Party - <a href="http://www.conservatives.com">http://www.conservatives.com</a>
Scottish National Party - <a href="http://www.snp.org.uk">http://www.snp.org.uk</a>
Plaid Cymru - <a href="http://www.plaid.co.uk">http://www.plaid.co.uk</a>
Labour Party - <a href="http://www.labour.org.uk">http://www.labour.org.uk</a>
Liberal Democrat Party - <a href="http://www.libdems.org.uk">http://www.libdems.org.uk</a>
Government
<a href="http://www.cabinetoffice.gov.uk">http://www.cabinetoffice.gov.uk</a>
<a href="http://www.assemblywales.org">www.assemblywales.org</a>
<a href="http://www.number-10.gov.uk">http://www.number-10.gov.uk</a>
<a href="http://www.europarl.eu.int">http://www.europarl.eu.int</a>
<a href="http://www.parliament.uk">http://www.parliament.uk</a>
ECHR - <a href="http://www.echr.coe.int">http://www.echr.coe.int</a>
Constitution Unit - <a href="http://www.ucl.ac.uk/constitution-unit">http://www.ucl.ac.uk/constitution-unit</a>
General
Electoral Commission - <a href="http://www.dopolitics.org.uk">http://www.dopolitics.org.uk</a>
CEWC <a href="http://www.cewc-cymru.org.uk">http://www.cewc-cymru.org.uk</a>
Charter 88 – <a href="http://www.charter88.org.uk">http://www.charter88.org.uk</a>
Hansard Society – <a href="http://www.hansardsociety.co.uk">www.hansardsociety.co.uk</a>
Law Society - <a href="http://www.lawsociety.org.uk">http://www.lawsociety.org.uk</a>
IPPR - <a href="http://www.ippr.org.uk">http://www.ippr.org.uk</a>

## UNIT 3 POLITICAL CONCEPTS & THEORIES

- Festenstein, M. and Kenny, M. (editors), (2005) *Political Ideologies: A Reader and Guide*, Oxford University Press
- Goodwin, B. (2007) *Using Political Ideas*, Wiley
- Heywood, A. (2007) *Political Ideologies, 4th Edition*, Palgrave Macmillan
- Hoffman, J., and Graham, P. (2006). *Introduction to political ideologies*. Pearson Education.
- McNaughton, N. (2009) *Government and Politics for A2 Ideologies*, Hodder
- Vincent, A. (1992) *Modern Political Ideologies*, Blackwell
- A number of articles in *Politics Review*

### Specific Ideologies

#### Liberalism

- Harvey, D. (2005) *A Brief History of Neoliberalism*, Oxford University Press
- Ramsey, M. (1997) *What's Wrong with Liberalism? A Radical Critique of Liberal Political Philosophy*, Leicester University Press

#### Conservatism

- Gamble, A. (1994) *The Free Economy and the Strong State*, 2nd Edition, Springer
- Macmillan Gray, J. and Willetts, D. (1997) *Is Conservatism Dead?*, Profile Books

#### Socialism

- Giddens, A. (1998) *The Third Way: The Renewal of Social Democracy*, Polity Press
- Martell, L. (2001) *Social Democracy: Global and National Perspectives*, Palgrave Macmillan
- Moschonas, G. (2002) *In the Name of Social Democracy - The Great Transformation: 1945 to the Present*, Verso
- Wright, A. (1996) *Socialisms: Theories and Practices*, Oxford University Press

#### Nationalism

- Brown, D. (2000) *Contemporary Nationalism: Civic, Ethnocultural and Multicultural Politics*, Routledge
- Hearn, J. (2006) *Rethinking Nationalism: A Critical Introduction*, Palgrave Macmillan

#### Global Politics

- Baylis, J., Smith, S., & Owens, P. (2013). *The globalization of world politics: an introduction to international relations*. Oxford University Press.
- Held, D., & McGrew, A. (2007). *Globalization/anti-globalization: Beyond the great divide*. Polity.
- Klein, N. (2008) *The Shock Doctrine: The Rise of Disaster Capitalism*, Penguin
- Oakes, S. (2010) *Globalisation, Advanced Topic Masters*, Phillip Allan Updates
- Outhwaite, D. (2011) *UK and EU Political Issues, Advanced Topic Masters*, Phillip Allan Updates
- Parekh, B. (2008). *A new politics of identity: Political principles for an interdependent world*. Palgrave Macmillan.
- Steger, M. (2009) *Globalization, A Very Short Introduction*, Oxford University Press

## UNIT 4 GOVERNMENT & POLITICS OF THE USA

### General Textbooks

- Ashbee, E. (2002) *American Society Today*, Manchester University Press
- Ashbee, E. (2004) *US Politics Today*, Manchester University Press; 2nd Revised edition
- Bennett, A. (2006) *The Presidency and Presidential Power* Phillip Allan
- Bennett, A. J. (2009) *US Government and Politics*, Philip Allan; 3rd Revised edition
- Bennett, A. (2010) *The US Supreme Court* Phillip Allan
- Bennett, A. (2010) *A2 US Government and Politics: Exam Revision Notes*, Philip Allan; 3rd Revised edition
- Fairclough, P. (2009) *AS and A Level Government and Politics Through Diagrams: Oxford Revision Guides*, OUP Oxford
- Fairclough, P. (2005) *A2 US and Comparative: Government and Politics: Flash Revise Cards*, Philip Allan
- Heywood, A. (2007) *Politics* (Palgrave Foundations), Palgrave Macmillan; 3rd Revised edition
- McKay, D. (2009) *American Politics and Society*, Wiley Blackwell; 7th Edition
- McKeever, R. J. and Davies, P. J. (2005) *Politics USA*, Longman; 2nd edition
- McKeever, R. J. and Davies, P. J. (2006) *Brief Introduction to US Politics*, Longman; Brief ed edition
- McNaughton, N. (2001) *Success in Politics*, Hodder Murray; 2nd Revised edition
- Peele, G. (2006) *Developments in American Politics 5*, Palgrave Macmillan; illustrated edition
- Singh, R. (2002) *American Government and Politics: A Concise Introduction*, Sage Publications Ltd
- Singh, R (2003) *Governing America: The Politics of a Divided Democracy*, OUP Oxford
- Storey, W. (2007) *US Government and Politics (Politics Study Guides)*, Edinburgh University Press
- Watts, D. (2006) *Understanding American Government and Politics (Understanding Politics)*, Manchester University Press

### Useful Books

- Obama, B. (2007) *Dreams from My Father: A Story of Race and Inheritance* Canongate Books.
- Obama, B. (2007) *The Audacity of Hope* Canongate Books.
- Obama, B. (2008) *Change We Can Believe In: Barack Obama's Plan to Renew America's Promise* Canongate Books.
- Moore, M. (2002) *Stupid White Men: ...and Other Sorry Excuses for the State of the Nation!* Penguin
- Moore, M. (2003) *Dude, Where's My Country?* Piper

## **Documentary and Drama DVDs**

- Barack Obama - His Story: (Election Victory Special Edition) [DVD] [2008]
- Just the Facts: a series of individual DVDs looking at the Constitution, Government, Executive, Legislature and Judiciary
- Simon Schama's The American Future: A History [DVD]
- Frost / Nixon - The Watergate Interview [DVD] [1977]
- All The President's Men [DVD] [1976]
- The West Wing - Complete Seasons 1-7 [DVD] Martin Sheen

## Useful Websites

Political Parties & Pressure Groups
Democrat - <a href="http://www.democrats.org">www.democrats.org</a>
Republican - <a href="http://www.gop.com">www.gop.com</a>
The Green Party USA – <a href="http://www.greenparty.org">www.greenparty.org</a>
The Reform Party – <a href="http://www.reformparty.org">www.reformparty.org</a>
The Libertarian Party – <a href="http://www.lp.org/">www.lp.org/</a>
NAACP - <a href="http://www.naacp.org">www.naacp.org</a>
NOW - <a href="http://www.now.org/">www.now.org/</a>
NRA - <a href="http://www.nra.org">http://www.nra.org</a>
ACLU - <a href="http://www.aclu.org">www.aclu.org</a>
General Politics Help
<a href="http://www.pbs.org/teachers/files/pdf/PBS_AP-US_Gov-Politics.pdf">http://www.pbs.org/teachers/files/pdf/PBS_AP-US_Gov-Politics.pdf</a>
<a href="http://www.interleaves.org/~rteeter/uspolitics.html">www.interleaves.org/~rteeter/uspolitics.html</a>
Government
<a href="http://www.supremecourtus.gov">www.supremecourtus.gov</a>
<a href="http://www.america.gov">www.america.gov</a>
<a href="http://www.archives.gov">www.archives.gov</a>
<a href="http://www.whitehouse.gov/">www.whitehouse.gov/</a>
<a href="http://www.speaker.gov">www.speaker.gov</a>
<a href="http://www.house.gov">www.house.gov</a>
<a href="http://www.senate.gov">www.senate.gov</a>
<a href="http://www.firstgov.gov">www.firstgov.gov</a>
News agencies
<a href="http://www.usatoday.com">www.usatoday.com</a>
<a href="http://www.nytimes.com">www.nytimes.com</a>
<a href="http://www.washingtonpost.com">www.washingtonpost.com</a>
<a href="http://www.washingtontimes.com">www.washingtontimes.com</a>

## ONLINE TEACHER'S NETWORK

In addition to this Guidance for Teaching we have set up an online Teacher's network for teacher's delivering our specification. We encourage teachers to share resources, advice, and subject-related news to help fellow group members. You can join the network [here](#).

Here are examples of useful articles that have been shared already:

### Events

[Campaigns, elections and political marketing – can the new learn something from the old? |](#)

[10.01.17](#)

[MPs' Code of Conduct - Committee on Standards](#)

['Brexit - What next for Wales'](#)

[Political Masterclass – Socialism versus Conservatism – Debate – What's best for Wales? |](#)

[13.3.17](#)

## Unit 1

### Sovereignty, power and accountability

[Brexit appeal: UK government dismisses 'tortuous' Welsh case](#)

[Guide to who's who at the Supreme Court hearing on Brexit.](#)

[New milestone in NATO-EU relations.](#)

[Lib Dem win in Richmond Park could change government's Brexit policy, says Farron -](#)

[Politics live](#)

[Brexit: where are we now?](#)

[The reply A C Grayling got when he wrote to Parliament \(and how he reacted\)](#)

[Autumn statement: the reality of Brexit hits home](#)

[Brexit: More people recognise fictitious MEP than real ones](#)

[John McDonnell backs Brexit as 'enormous opportunity' for Britain](#)

[What is NATO?](#)

[Brexit plus Trump: Time for an economic special relationship?](#)

[What does a Donald Trump win mean for UK politics?](#)

[US Election 2016: An American Brexit?](#)

[How much is the EU costing you?](#)

[Brexit will need immigration compromise, Carwyn Jones says](#)

[Jeremy Corbyn forced to clarify Labour will not block the triggering of Article 50](#)

[UN Documents](#)

[Brexit court defeat for UK government](#)

[Brexit so complex it could overwhelm politicians, warn senior academics](#)

[Four key findings in the new Brexit report](#)

[Brexit: leading banks set to pull out of UK early next year](#)

[Tony Blair calls for people to 'rise up' against Brexit](#)

[For the first time in a long time, every EU economy is growing at the same time](#)

[Gibraltar voted 96% Remain – but now Brexit makes it vulnerable to Spanish aggression](#)

[What Corbyn should have done to avoid his Article 50 shambles](#)

[Government easily defeats four Article 50 amendments](#)

[The “Article 50” Bill: Latest developments](#)

[What Brexit and Donald Trump have in common](#)

[Brexit Update](#)

[Lord Neuberger on the Supreme Court: Five key cases from its first five years](#)

[Implications for Wales of leaving the EU: Assembly Committee published its first report](#)



[Brexit: Theresa May promises White Paper on EU exit plan](#)

[We're not out to punish Britain, but you need to shed your illusions](#)

[Donald Trump says UK 'doing great' after Brexit vote](#)

[Sturgeon suggests soft Brexit could take indyref off table in short term](#)

[Never mind Article 50, here's why Article 127 could be crucial to keeping Britain in the single market](#)

## The Government of the UK

[Elective dictatorship \(executive dominance\)](#)

[David Lloyd George](#)

[Why are Select Committees important?](#)

[A guide to the House of Commons Chamber](#)

[A brief history of representation, from monarchy to democracy](#)

[The story of Parliament](#)

[How Parliament works in nearly 60 seconds](#)

[Commons Votes, a new app, will show on your phone how MPs have voted](#)

[Introduction to the UK Parliament: People, Processes and Public Participation](#)

[Visiting Parliament](#)

## How devolution works in the UK

[Plans to rename Welsh Assembly to Senedd or Parliament](#)

[Keeping order](#)

[Exploring Assembly constituencies with the WISERD DataPortal](#)

[Scottish government seeks to intervene in Brexit case](#)

[Politics Cymru](#)

[Implications of Brexit for Northern Ireland](#)

[The Welsh Government](#)

[Changing the name of the National Assembly for Wales: What do you think?](#)

[Private sector 'underrepresented' in Welsh Assembly](#)

[Expert panel to support work on electoral reform unveiled by Llywydd](#)

[Welsh Government and Plaid Cymru published a joint plan for EU Exit](#)

[A legal jurisdiction for Wales?](#)

## Unit 2

### Citizenship and rights

[This is the most dangerous time for our planet](#)

[UK Citizenship: Being a British Citizen](#)

[Global citizenship](#)

[European Convention on Human Rights](#)

[Human Rights Act](#)

[The Universal Declaration of Human Rights](#)

[Young people and free speech](#)

[The state of human rights and equality](#)

### Participation through elections and voting

[Jo Cox's killer is responsible for their actions. Others are responsible for theirs](#)

[Darragh O'Reilly speech on the voting age](#)

[There is no such thing as not voting](#)

[MPs launch new push to change Britain's voting system to proportional representation](#)

[The year of the demagogue: how 2016 changed democracy](#)

### Participation through political parties, pressure groups and political movements

[A history of the American anti-feminism behind Clinton's defeat](#)

[Four Labour MPs implicated in 'cash for influence' scandal](#)

[Yet another cash-for-influence scandal. No wonder voters are enraged](#)

[Pressure groups](#)

[Pressure groups](#)

[1963: the beginning of the feminist movement](#)

## Unit 3

### Global politics

#### Flashcards

Neoliberalism: the deep story that lies beneath Donald Trump's triumph

Inequality, globalisation and why Donald Trump won

The Canada experiment: is this the world's first 'postnational' country?

China's digital dictatorship

Justin Trudeau: 'Globalisation isn't working for ordinary people'

### Liberalism

Donald Trump is moving to the White House, and liberals put him there

The Origin of 'Liberalism'

Neoliberalism – the ideology at the root of all our problems

### Conservatism

'Conservatism as an ideology has endured because of pragmatism.'

Against pragmatism

In praise of pragmatism

Why Conservatives like to use nouns more than liberals do

### Socialism and Communism

It's socialism for the rich and capitalism for the rest of us in Britain

Do you know the difference between a Communist and a Socialist?

What is Socialism?

## Nationalism

[The new Nationalism](#)

[Rightwing populists first to congratulate Trump on historic upset](#)

[A Peronist on the Potomac](#)

[Marine Le Pen promises liberation from the EU with France-first policies](#)

## Unit 4

### Democracy in America

[Trump supporters get their guns in Florida](#)

[Death Penalty Information](#)

[America's constitution - What the writers intended](#)

[House votes to scrap gun regulation affecting people with mental disorders](#)

[GOP Votes To End Obama Rule Designed To Keep Mentally Ill From Buying Guns](#)

[Virginia Just Filed A Contempt Motion Against Trump Over Immigration Order](#)

[A 3-minute guide to the Bill of Rights](#)

### Government of the USA

[McCulloch v. Maryland \(1819\)](#)

[Marbury v. Madison](#)

[Why Marbury v. Madison Still Matters](#)

[How the Supreme Court will change under President Trump](#)

[Trump powers 'will not be questioned' on immigration, senior official says](#)

[What is the scope of a president's executive orders?](#)

[What marks does Obama's presidency deserve?](#)

### Participation and democracy in US politics

[Teen becomes seventh 'faithless elector' to protest Trump as president-elect](#)

[Donald Trump announces first 100 days plan](#)

[Farage revealed: Ukip leader wants UK to be a servant of Trump's US](#)

[The new Nationalism](#)

[Bernie Sanders on Trump win](#)

[Sorry, Lady Gaga, but blocking Trump in Electoral College is mission impossible](#)

[Hillary Clinton and the US election: What went wrong for her?](#)

[How Donald Trump won the election](#)

[Hillary Clinton speaks for the first time since conceding](#)

[Who voted for Donald Trump?](#)

[Donald Trump's victory speech – video highlights](#)

[How Donald Trump won the White House](#)

[The fight for the right to vote in the United States](#)

[Donald Trump's victory is nothing short of a revolution](#)

[The two minute Donald J. Trump policy guide.](#)

[What Enlightenment philosophers would have made of Donald Trump – and the state of American democracy](#)

[What are the key battleground states?](#)

[US election: the Electoral College votes](#)

[Floridians have picked the winner in each of the past five elections.](#)

[Does your vote count? The Electoral College explained](#)

[Gerrymandering: How drawing jagged lines can impact an election](#)

[Final Day's Polls Give Hillary Clinton a Narrow Lead](#)

[Trump v Clinton: US Election forecast - November 7](#)

[If Donald Trump wins, it'll be a new age of darkness](#)

[The Polls — All Of Them — Show Hillary Clinton Leading](#)

[The presidency: America's system of checks and balances might struggle to contain a  
despot](#)

[The homogeneity of Donald Trump's cabinet](#)

[Everything you wanted to know about @realdonaldtrump's Twitter habit](#)

[Read President Trump's full, blistering inaugural speech, attacking Washington, promising  
'America first'](#)

[Donald Trump sworn in as 45th president of the United States](#)



## ADDITIONAL GUIDANCE - CONSTRUCTING EFFECTIVE PARAGRAPHS

Students will access the marks available on the mark scheme more readily (across all the Assessment Objectives and at the higher levels) if their responses are organised well and focus clearly on the question set. It is helpful, therefore, for students to organise their paragraphs using a PEEL approach, where:

- P = a POINT made which directly answers the question (use the wording of the question)
- E = EXPLANATION of the point, i.e. detailed development of the argument
- E = EVIDENCE to support the point being made – relevant and current examples
- L = a LINK back to the question to reinforce clearly the way in which the paragraph answers the question set

P = a sentence E+E = the main body of the paragraph, about 6-8 sentences L = a sentence or two

This structure is equally applicable to AS Level and A2 Level. Students should be encouraged to write a coherent argument or discussion of the question set, especially in answer to the essay-type parts at AS and A2. Paragraphs are not standalone, and should be connected as part of a discussion. The following vocabulary may be useful in helping students to connect paragraphs to one another:

Consequently	Therefore	Because of	As a result
Rather than	Nonetheless	Nevertheless	Furthermore
In addition to	Also	Paradoxically	Notwithstanding

It is worth investing some time in improving students' communication skills, as their answers will be clearer, more focused and more credit-worthy. Students should be encouraged, particularly at A2 Level, to give their work individuality and greater sophistication by varying the vocabulary they use, especially in the P and L parts of their paragraphs.

In answering the question, 'Assess the importance of Committees as the main method Parliament can use to scrutinise the Executive,' opening sentences (P sentences) such as those below are to be expected at AS Level:

1. 'One reason why committees are important in Parliament is that they hold the executive to account.'
2. 'Another reason why committees are important in Parliament is that they scrutinise legislation.'

These are perfectly functional opening sentences, but are rather list-like and unsophisticated. Students aiming for top grades at AS Level, and students at A2 Level, should endeavour to bring more individuality to their work and present it in a less formulaic way, whilst still adhering to the basic PEEL structure, by cultivating a wider repertoire of vocabulary and expression.

It is also possible to bring evaluation of the importance of factors, and judgement-making, into the P and L sentences of paragraphs which will then enable students to score highly across the assessment objectives. This is particularly important for A2 Level students. Consider the examples of opening sentences to paragraphs (P sentences) below, all of which relate to the question, ‘Assess the relevance of the US Constitution for the government of the USA in the 21st century.’:

1. ‘The main modern institutions of US government, such as the Federal bureaucracy, are unregulated by the Constitution, and this makes it supremely irrelevant to 21st century America.’
2. ‘The US constitution embodies principles which are still the cornerstone of American life. This makes it as relevant today as when it was drawn up in the eighteenth century.’
3. ‘The Constitution is often characterised as vague and irrelevant, but in fact this vagueness gives it supreme flexibility which is crucial to its relevance, even after 200 years.’

These opening sentences are more than lists. They contain judgements and some make evaluations. Here are some examples of the sort of vocabulary students might use, all to express positive judgements.

striking	major	exceptional	compelling
eminent	outstanding	profound	notable
adequate	sufficient	telling	impressive
acute	vital	central	key
critical	crucial	weighty	significant

A thesaurus will give many more ideas, and suggestions for words indicating a negative evaluation or judgement: striking major exceptional compelling eminent outstanding profound notable adequate sufficient telling impressive acute vital central key critical crucial weighty significant It is recommended that teachers and students familiarise themselves with the characteristics of answers to each type of question at the various levels. These are described in the generic mark schemes.

## DEFINITION OF SPECIFICATION TERMS

GLOSSARY	
TERM	DEFINITION
<b>abstention</b>	To abstain is to refuse to vote either for or against a motion.
<b>aristocracy</b>	The class in society composed of families who are landowners and who have inherited titles such as Lord or Duke.
<b>bourgeoisie</b>	Middle class, usually the richer upper levels of the middle class, formed of businessmen and professional people.
<b>citizenship</b>	1. The legal status of being a citizen of a country, entitled to its protection and to political rights. 2. The way people take part in the life of their community as they discuss their rights and carry out their responsibilities.
<b>collective identity</b>	The shared definition of a group that derives from its members' common interests, experiences, and solidarities. It is the social movement's answer to who we are, locating the movement within a field of political actors.
<b>collectivism</b>	A political and economic theory based on the desire to protect individuals from exploitation by creating a belief in the value of community action.
<b>constitutional monarchy</b>	The system of government where the king or queen has limited powers and most power is in the hands of an elected legislature and executive.
<b>constitutionalism</b>	1. The system of government based on a constitution. 2. Belief in government based on a constitution.
<b>core executive</b>	The central figures in the government: Prime Minister, Cabinet, ministers and senior Civil Servants.
<b>Direct democracy</b>	A government in which the people come together to vote on all important issues.
<b>doctrine of ultra vires</b>	In corporate law, ultra vires describes acts attempted by a corporation that are beyond the scope of powers granted by the corporation's objects clause, articles of incorporation or in a clause in its Bylaws, in the laws authorizing a corporation's formation, or similar founding documents.
<b>elective dictatorship</b>	A state in which Parliament is dominated by the government of the day.
<b>elitism</b>	The view that a small capable group should rule over the rest.
<b>federalism</b>	A system of government in which power is shared by national and state governments.

<b>filibuster</b>	A Senate tactic; a senator in the minority on a bill holds the floor (in effect shutting down the Senate) until the majority backs down and kills the bill.
<b>First Past the Post</b>	An electoral system such as that used in the UK, where the candidate with most votes wins the election even if he or she does not have more than half of all votes.
<b>gradualism</b>	Slow, continuous political change brought about by incremental reforms.
<b>gridlock</b>	A situation where there is difficulty in passing laws due to evenly divided votes.
<b>hierarchy</b>	An arrangement of power with a small number of people at the top issuing orders through a chain of command to lower-level workers; each person is responsible to someone above him or her.
<b>indirect democracy</b>	A government system where elected representatives govern in the interest of the people. This form of government is also known as a representative democracy or a republic.
<b>individualism</b>	The idea that all people are different and should be able to make their own choices.
<b>judicial activism</b>	A judicial philosophy that argues courts must take an active positive role to remedy wrongs in the country.
<b>judicial restraint</b>	A judicial philosophy that believes the court's responsibility is to interpret the law, not set policy.
<b>laissez-faire</b>	The political theory that a government should do nothing to control the economy.
<b>legitimacy</b>	Acceptance by citizens of the government.
<b>libertarianism</b>	The belief that government should be small and most decisions left up to the individual.
<b>log-rolling</b>	A practice in Congress where two or more members agree to support each other's bills.
<b>natural inequality</b>	Stems from differences in age, health or other physical characteristics. Moral inequality is established by convention or the consent of men.
<b>organic community</b>	Collections of people bound together by shared values and traditions with a common language, religion and history, often in the same geographical area.
<b>patriotism</b>	The feeling of great pride and support for your country.
<b>plenary</b>	A meeting of all the members of a group.
<b>pluralism</b>	The view that society contains numerous centres of power and many people participate in making decisions for society.
<b>Political Action Committees</b>	An organisation, usually allied with an interest group, that can donate money to political campaigns.
<b>pork-barrelling</b>	A process that legislators use to obtain funding from a central government to finance projects benefiting the legislators' local constituents.
<b>pragmatism</b>	A party does what is practical and what works.

<b>precedent</b>	A court ruling bearing on subsequent court cases.
<b>proletariat</b>	The working class, especially manual and industrial workers and their families.
<b>rationalism</b>	The belief that human reason can find solutions to many of our problems.
<b>rule of Law</b>	The principle of government, that all persons, organisations and the government itself are equal before and answerable to the law and that no person should be punished without a trial.
<b>self-determination</b>	The free choice by the people of a country as to which country should govern them.
<b>seniority</b>	The seniority system in Congress grants privileges, such as choice of committee assignments or choice of office, to the members of congress who have served the longest.
<b>separation of powers</b>	Dividing up governmental power among several branches.
<b>separatism</b>	The advocacy of a state of cultural, ethnic, tribal, religious, racial, governmental or gender separation from the larger group.
<b>single transferable vote</b>	A proportional voting system where each voter votes for the candidates in order of preference, and this vote is transferred to the next preference candidate if the first choice is not elected. A calculation based on the total votes is made to show how many votes, or what quota, a candidate needs to be elected. Candidates with more than this electoral quota of first preference votes are automatically elected, and their second preference votes are passed to other candidates, and so on until the full number of candidates have the required quota and so are elected.
<b>sovereignty</b>	The right to exercise political power in a territory.
<b>Statute Law</b>	A law passed by Congress, a state legislature, or some other government body.
<b>strict constructionism</b>	A judicial philosophy that argues that constitutional interpretation should be limited to the specific wording of the document.
<b>super-PACs</b>	Technically known as independent expenditure-only committees, super PACs may raise unlimited sums of money from corporations, unions, associations and individuals, then spend unlimited sums to overtly advocate for or against political candidates.
<b>toleration</b>	A regime in which the government controls every facet of life.
<b>uncodified</b>	A type of constitution where the fundamental rules often take the form of customs, usage, precedent and a variety of statutes and legal instruments.
<b>unitary</b>	A system of government where power is concentrated in the hands of the central government.
<b>xenophobia</b>	The hatred of foreigners.

SparkNotes Editors. (2010). SparkNote on U.S. Government and Politics Glossary. Retrieved December 8, 2016, from <http://www.sparknotes.com/us-government-and-politics/glossary/>

Collin. P. (2004) Dictionary of politics and Government Third Edition. Retrieved December 8, 2016, from <http://cnqzu.com/library/To%20Organize/Books/Colin%20-%20Dictionary%20Of%20Politics%20And%20Government.pdf>