

GCE



Revised GCE  
Scheme of Work  
**Government  
and Politics**

This is an exemplar scheme of work which supports the teaching and learning of the GCE Government and Politics specification

<b>Contents</b>	<b>Page</b>
<b>Unit AS 1:</b> The Government and Politics of Northern Ireland	5
<b>Unit AS 2:</b> The British Political Process	21
<b>Unit A2 1 Option A:</b> A Comparative Study of the Government and Politics of the United States of America and the United Kingdom	33
<b>Unit A2 1 Option B:</b> A Comparative Study of the Government and Politics of the Republic of Ireland and the United Kingdom	54
<b>Unit A2 2:</b> Political Ideas	65
<b>Unit A2 2:</b> Political Power	74



## Introduction

CCEA has developed new GCE Government and Politics specifications for first teaching from September 2016. This scheme of work has been designed to support you in introducing the new specification.

The scheme of work provides suggestions for organising and supporting students' learning activities. It is intended to assist you in developing your own scheme of work and should not be considered as being prescriptive or exhaustive.

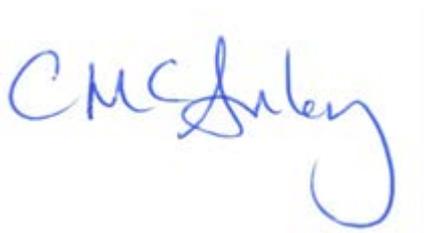
Please remember that assessment is based on the specification which details the knowledge, understanding and skills that students need to acquire during the course. The scheme of work should therefore be used in conjunction with the specification.

Published resources and web references included in the scheme of work have been checked and were correct at the time of writing. You should check with publishers and websites for the latest versions and updates. CCEA accepts no responsibility for the content of third party publications or websites referred to within this scheme of work.

A Microsoft Word version of this scheme of work is available on the subject microsite on the CCEA website ([www.ccea.org.uk/microsites](http://www.ccea.org.uk/microsites)). You will be able to use it as a foundation for developing your own scheme of work which will be matched to your teaching and learning environment and the needs of your students.

I hope you find this support useful in your teaching.

Best wishes



Clare McAuley

Subject Officer

Government and Politics

E-mail [cmcauley@ccea.org.uk](mailto:cmcauley@ccea.org.uk)

Telephone 028 9026 1200 (2670)



# **CCEA Exemplar Scheme of Work: GCE Government and Politics**



**Unit AS 1:  
The Government and Politics of  
Northern Ireland**



**Specification:** GCE Government and Politics

**Unit AS 1:** The Government and Politics of Northern Ireland

**Introduction:** This unit focuses on the government and politics of Northern Ireland since 1998. Students should be aware of the historical background leading up to 1998, but this will not be the specific focus of examination questions. The unit considers the establishment of the Good Friday Agreement; the operation of the Assembly and the Executive Committee; the effectiveness of the Assembly and the Executive; and the relationship between the Assembly and the Executive. The unit also considers the Northern Ireland political parties, their strategies and policies and the changes in their electoral fortunes since 1998.

**Prior Learning:** No specific prior knowledge is required.

**Guided Learning Hours:** 72 hours/12 weeks.

**Assessment:** External written examination; 1 hour 15 minutes. There are four questions, ranging from a short recall question to a longer extended writing question. Candidates must answer all four questions, referring to the source material in two of their responses.

**Background reading:** Students should be encouraged to read the political sections of daily newspapers, listen to radio news on politics, watch political programmes on TV, and visit credible political sections of websites and blog sites. Please also refer to the resources section of this scheme.

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
<p><b>The Northern Ireland Assembly: Background to the Good Friday Agreement (1998), the St Andrew’s Agreement (2006); Stormont House Agreement (2014); Fresh Start Agreement (2015)</b></p> <p>Week 1 (6 hours)</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>demonstrate knowledge of the principles, content and implementation of the Good Friday Agreement and the changes made to it by subsequent agreements.</li> </ul>	<p>Across all elements of the unit, a variety of teaching and learning activities should be used to develop the students’ knowledge, understanding and ability to analyse and evaluate. At this early stage in the unit, a visit to the Assembly could be organised by the Education Service</p> <p>To arrange a visit consult the following:  <a href="http://www.niassembly.gov.uk/visit-and-learning/visiting/">www.niassembly.gov.uk/visit-and-learning/visiting/</a></p> <p>Students and staff should also familiarise themselves with the introduction to the workings of the Assembly in the ‘About the Assembly’ section link:  <a href="http://www.niassembly.gov.uk/about-the-assembly/">www.niassembly.gov.uk/about-the-assembly/</a></p>	<p>Bew, P (2007) <i>The Making and Remaking of the Good Friday Agreement</i>, Dublin</p> <p>McKittrick, D, (2002) <i>Making Sense of the Troubles: A History of the Northern Ireland Conflict</i>, New Amsterdam Books</p> <p>Dixon, P. (2008) <i>Northern Ireland: The Politics of War and Peace</i>, Palgrave Macmillan</p>

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
<p><b>The Northern Ireland Assembly: Background to the Good Friday Agreement (1998), the St Andrew’s Agreement (2006); Stormont House Agreement (2014); Fresh Start Agreement (2015) (cont.)</b></p>		<p>As an understanding of the Good Friday Agreement is fundamental to this unit, an ideal link for research can be found by clicking on the following:  <a href="http://education.niassembly.gov.uk/post-16/snapshots-of-devolution/gfa">http://education.niassembly.gov.uk/post-16/snapshots of devolution/gfa</a></p> <p>The above link also allows you to access information on the subsequent agreements.  <a href="http://www.gov.uk/government/publications/the-stormont-house-agreement">www.gov.uk/government/publications/the-stormont-house-agreement</a></p> <p><a href="http://www.youtube.com/watch?v=4KatM6Z1Bmc&amp;feature=youtu.be">www.youtube.com/watch?v=4KatM6Z1Bmc&amp;feature=youtu.be</a>                      This is a series of 4 video clips produced by the Assembly Education Service entitled Snapshot of Democracy. It is aimed at GCSE Learning for Life and Work students but has excellent material on the background to the Good Friday Agreement and subsequent developments. Teacher notes are also available and could be adapted to provide relevant classroom resources</p>	<p>Hughes, E, (2008) (Ed). <i>Culture and Politics in Northern Ireland 1960-90</i>. Palgrave Macmillan</p> <p>BBC Northern Ireland: A State Apart. CD ROM</p>

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
<p><b>The Northern Ireland Assembly: Moving beyond St Andrews and the restoration of devolution (2007)</b></p> <p>Week 2 (3 hours)</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>demonstrate knowledge and understanding of the principles, content and implementation of the Good Friday Agreement and the changes made to it by subsequent agreements; and</li> </ul>	<p>This material could be delivered by a teacher-led presentations on key topics:</p> <ul style="list-style-type: none"> <li>class discussion and debates;</li> <li>class/group-based directed research, writing up and reporting; and</li> <li>directed individual essay research, planning, writing up, assessment and feedback</li> </ul> <p>Students could create a grid in which the main contrasts and similarities between the agreements are recorded</p> <p>St Andrews Agreement (2006):  <a href="http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/136651/st-andrews-agreement-2.pdf">www.gov.uk/government/uploads/system/uploads/attachment_data/file/136651/st-andrews-agreement-2.pdf</a></p> <p>Stormont House Agreement (2014):  <a href="http://www.gov.uk/government/publications/the-stormont-house-agreement">www.gov.uk/government/publications/the-stormont-house-agreement</a></p> <p>and Fresh Start Agreement (2015):  <a href="http://www.gov.uk/government/news/a-fresh-start-for-northern-ireland">www.gov.uk/government/news/a-fresh-start-for-northern-ireland</a></p>	<p>Dixon, P (2007) <i>The Northern Ireland Peace Process</i>, Routledge</p> <p>McMahon, M (2002) <i>The Government and Politics of Northern Ireland</i> Chapters 1 and 2, Colourpoint</p> <p>Carmichael, P. Knox, C. and Osborne, R, (2007) in <i>Devolution and Constitutional Change in Northern Ireland</i>. MUP</p>

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
<p><b>The Northern Ireland Assembly: Representation</b></p> <p>Week 2 (3 hours)</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>demonstrate knowledge and understanding of the main Assembly function of representation.</li> </ul>	<p>This specific material could initially begin with a teacher-led presentation on this key topic based on the reading material stated in the resource section</p> <p>The teacher should specifically draw attention to representation, highlighting the material on the Assembly website:  <a href="http://education.niassembly.gov.uk/post_16/the_work_of_the_assembly/representing">http://education.niassembly.gov.uk/post_16/the_work_of_the_assembly/representing</a></p> <p>The full text of written and oral questions tabled by MLAs and their answers are recorded in the Official Report of the Northern Ireland Assembly (Hansard), published on the Assembly’s website <a href="http://www.niassembly.gov.uk">www.niassembly.gov.uk</a>. The question of a chosen MLA could be considered as an example of an MLA fulfilling their role of representation as well as scrutiny</p> <p>A school visit from a local MLA would provide an opportunity for students to question a representative on their role</p>	<p>Wilson ed, R (2001) <i>Agreeing to Disagree? A guide to the Northern Ireland Assembly</i>, Chapters 3-5, NI Stationary Office</p> <p><a href="http://www.niassembly.gov.uk">www.niassembly.gov.uk</a></p>

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
<p><b>The Northern Ireland Assembly: Legislation and Scrutiny</b> Week 3 (6 hours)</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>demonstrate knowledge and understanding of the Assembly’s legislative and scrutiny functions.</li> </ul>	<p>Teachers can use the resources on the Assembly Education Service relating to the work of the Assembly to construct ‘missing words’ tasks and term-definition tasks</p> <p>Many MLAs are willing to allow Government and Politics students to ‘shadow’ them during their period of work experience. This enables students to gain first-hand experience of the representative, legislative and scrutiny roles of the MLA. Teachers/students can organise this by contacting their MLAs’ constituency offices</p> <p>Teachers could consult the End of Session Reports for a committee of their choosing for information on the committee’s work in the following areas; legislation, inquiries, budget scrutiny and engaging with the public</p>	<p><a href="http://education.niassembly.gov.uk/post_16/the_work_of_the_assembly">http://education.niassembly.gov.uk/post_16/the_work_of_the_assembly</a></p> <p>The Northern Ireland Assembly Education Service Information Service Memory Pen (regularly updated). This can be obtained from contacting the Assembly’s Education Service. <a href="http://education.niassembly.gov.uk">http://education.niassembly.gov.uk</a></p> <p><a href="http://www.niassembly.gov.uk/assembly-business/committees/committee-end-of-session-reports-2014-2015/">www.niassembly.gov.uk/assembly-business/committees/committee-end-of-session-reports-2014-2015/</a></p> <p>To view the ‘Academic Reflections’ videos produced by the NI Assembly’s Education Service on ‘Legislation’ and ‘Committees’ click on the link: <a href="http://education.niassembly.gov.uk/post_16/academic-reflections-northern-ireland-assembly">http://education.niassembly.gov.uk/post_16/academic-reflections-northern-ireland-assembly</a></p>

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
<p><b>The Northern Ireland Assembly: Effectiveness in performing its functions</b></p> <p>Week 4 (6 hours)</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>demonstrate knowledge and understanding of the functions of the Assembly; and</li> <li>assess how effective the Assembly is in performing its functions.</li> </ul>	<p>The conversations between Professor Rick Wilford and Professor Cathy Gormley Heenan on the performance of the Assembly are an extremely valuable resource:  <a href="http://education.niassembly.gov.uk/post/16/academic-reflections-northern-ireland-assembly">http://education.niassembly.gov.uk/post/16/academic-reflections-northern-ireland-assembly</a></p> <p>Students may wish to create their own evaluative presentation using applications such as ‘Show Me’</p> <p>Teacher should use an appropriate case study from legislation to demonstrate how effective the Assembly is:  <a href="http://www.niassembly.gov.uk/assembly-business/legislation/">www.niassembly.gov.uk/assembly-business/legislation/</a></p>	<p>The website link provided below contains information about the following functions: - Legislation, Scrutiny and Representation  <a href="http://education.niassembly.gov.uk/post/16/the-work-of-the-assembly">http://education.niassembly.gov.uk/post/16/the-work-of-the-assembly</a></p> <p><a href="http://education.niassembly.gov.uk/post/16/glossary">http://education.niassembly.gov.uk/post/16/glossary</a></p> <p>The following link allows students to find out who their local MLAs are and provides information about the work they undertake:  <a href="http://www.nidirect.gov.uk/the-northern-ireland-assembly">www.nidirect.gov.uk/the-northern-ireland-assembly</a></p> <p><a href="http://www.sluggerotoole.com">www.sluggerotoole.com</a>                      This blog adopts a consistently critical view of the effectiveness of the Northern Ireland Assembly</p>

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
<p><b>The Executive Committee: appointment; policy making and legislating</b></p> <p>Week 5/6 (12 hours)</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>demonstrate knowledge of how the Executive is appointed; how it formulates policy; its legislative powers; the roles of the First and Deputy First Ministers</li> </ul>	<p>A direct comparison of how the Executive Committee and the British Cabinet are appointed would help to illustrate the very different system in Northern Ireland. This would also be useful preparation for AS2</p> <p>A role play activity on the difficulties in making policy in a coalition government would provide an opportunity to discuss issues of power sharing, mandatory coalition and collective responsibility</p>	<p>McEvoy, J.(2008) <i>The Politics of Northern Ireland</i> (Politics Study Guides), Edinburgh University Press</p> <p><a href="http://www.nidirect.gov.uk/the-northern-ireland-executive">www.nidirect.gov.uk/the-northern-ireland-executive</a></p> <p><a href="http://education.niassembly.gov.uk/years-11-12/the-assembly-and-executive">http://education.niassembly.gov.uk/years-11-12/the-assembly-and-executive</a></p> <p>The Northern Ireland Assembly Education Service Information Service Memory Pen(regularly updated). This can be obtained from contacting: <a href="http://education.niassembly.gov.uk">http://education.niassembly.gov.uk</a></p> <p>This focuses specifically on the material in the AS Presentation power-point, Executive Ministers, Guide to DHondt, Legislation and Levels of Government</p>

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
<p><b>The Executive: Effectiveness</b></p> <p>Week 7 (6 hours)</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• assess the effectiveness of the Executive in legislating, policy formulation and operation as a power-sharing government.</li> </ul>	<p>Both as a learning activity and as a way of providing material for inclusion in possible exam responses, students could identify two case studies of executive actions. One of these could be an area where the Executive has been effective and one an area where its record has been less so</p> <p>Teachers could consult the Executive’s Strategic Online Report on its Programme for Government. The tables specify each commitment and progress to date on delivering the priorities identified</p> <p>In preparation for exam questions that focus on the success of the Executive as a power-sharing administration, students could prepare two lists, one identifying and explaining areas of effective collective government and one identifying areas where the Executive has failed to act together</p>	<p><a href="http://www.northernireland.gov.uk/index/work-of-the-executive/pfg-budget-economic-strategy/pfg/strategic-online-report-2011-2015.htm">www.northernireland.gov.uk/index/work-of-the-executive/pfg-budget-economic-strategy/pfg/strategic-online-report-2011-2015.htm</a></p> <p>BBC Northern Ireland provides a number of politics and current affairs TV and radio programmes which can help students to illustrate current political issues. These include The Politics Show, The View, Let’s Talk, Stormont Today, Talkback, Sunday Sequence and Spotlight</p> <p><a href="http://www.bbc.co.uk/news/northern_ireland/northern_ireland_politics">www.bbc.co.uk/news/northern_ireland/northern_ireland_politics</a></p>

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
<p><b>The Democratic Unionist Party</b></p> <p>Week 8 (6 hours)</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate knowledge and understanding of the background, strategies and policies of the DUP;</li> <li>• analyse how DUP policies have changed since 1998; and</li> <li>• evaluate how and why electoral support for the DUP has changed since 1998.</li> </ul>	<p>The Wikipedia entry for each party is a useful starting point for students. Each provides a background to the party, information on its policies and evolution, information on electoral strength and how this has changed</p> <p>Following this, students should make use of the texts suggested in the Resources column to enhance understanding of the party's positions and its stance on current issues</p> <p>Using these resources, students may construct a timeline for each party, charting its policy evolution and changing electoral strength</p> <p>As most centres will have a variety of local constituency MLAs in their area it would be appropriate to invite elected representatives to a Q and A session. Some MLAs may be willing to take part in a debate with representatives of other parties</p>	<p><a href="http://www.mydup.com/">www.mydup.com/</a></p> <p>Sluggier O'Toole consistently presents a critical view of Northern Ireland's parties and politicians: <a href="http://www.sluggierotoole.com">www.sluggierotoole.com</a></p> <p>Tonge, J, (2014) <i>The Democratic Unionist Party: From Protest to Power</i>. OUP</p> <p>Patterson, H, (2012) 'Unionism after Good Friday and St Andrews' in <i>Political Quarterly</i> 83 (2)</p> <p><a href="https://en.wikipedia.org/wiki/Democratic_Unionist_Party">https://en.wikipedia.org/wiki/Democratic_Unionist_Party</a></p>

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
<p><b>Sinn Fein</b></p> <p>Week 9 (6 hours)</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate knowledge and understanding of the background, strategies and policies of Sinn Fein;</li> <li>• analyse how Sinn Fein policies have changed since 1998; and</li> <li>• evaluate how and why electoral support for Sinn Fein has changed since 1998.</li> </ul>	<p>The Wikipedia entry for each party is a useful starting point for students. Each provides a background to the party, information on its policies and evolution, information on electoral strength and how this has changed</p> <p>Following this, students should make use of the Resources column to enhance understanding of the party's positions and its stance on current issues</p> <p>Using these resources, students may construct a timeline for each party, charting its policy evolution and changing electoral strength</p> <p>As most centres will have a variety of local constituency MLAs in their area it would be appropriate to invite elected representatives to a Q and A session. Some MLAs may be willing to take part in a debate with representatives of other parties</p>	<p>Evans, J and Tonge, J, (2013) <i>From Abstention to Enthusiasm: Sinn Fein</i> in Irish Political Studies. 29 (1)</p> <p>Honohan, I.ed, (2009) <i>Republicanism in Ireland</i>. MUP</p> <p>McGlynn, C. Tonge, J. and McAuley, J, (2014) <i>The Party Politics of Post-Devolution Identity in Northern Ireland</i>. British Journal of Politics and International Relations</p> <p><a href="http://www.sluggerotoole.com">www.sluggerotoole.com</a></p> <p>For a profile of the 29 Assembly candidates go to: <a href="http://www.sinnfein.ie/representatives">www.sinnfein.ie/representatives</a></p>

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
<p><b>The Ulster Unionist Party</b> Week 10 (6 hours)</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate knowledge and understanding of the background, strategies and policies of the UUP;</li> <li>• analyse how UUP policies have changed since 1998; and</li> <li>• evaluate how and why electoral support for the UUP has changed since 1998.</li> </ul>	<p>The Wikipedia entry for each party is a useful starting point for students. Each provides a background to the party, information on its policies and evolution, information on electoral strength and how this has changed</p> <p>Following this, students should make use of the Resources column to enhance understanding of the party's positions and its stance on current issues</p> <p>Using these resources, students may construct a timeline for each party, charting its policy evolution and changing electoral strength</p> <p>As most centres will have a variety of local constituency MLAs in their area it would be appropriate to invite elected representatives to a Q and A session. Some MLAs may be willing to take part in a debate with representatives of other parties</p>	<p><a href="https://en.wikipedia.org/wiki/Ulster_Unionist_Party">https://en.wikipedia.org/wiki/Ulster_Unionist_Party</a></p> <p><a href="http://www.uup.org/">http://www.uup.org/</a></p> <p><a href="http://www.sluggerotoole.com">www.sluggerotoole.com</a></p> <p>Patterson, H, (2012) "Unionism after Good Friday and St Andrews" in Political Quarterly. 83 (2)</p>

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
<p><b>The SDLP</b></p> <p>Week 11 (6 hours)</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate knowledge and understanding of the background, strategies and policies of the SDLP;</li> <li>• analyse how SDLP policies have changed since 1998; and</li> <li>• evaluate how and why electoral support for the SDLP has changed since 1998.</li> </ul>	<p>The Wikipedia entry for each party is a useful starting point for students. Each provides a background to the party, information on its policies and evolution, information on electoral strength and how this has changed</p> <p>Following this, students should make use of the Resources column to enhance understanding of the party's positions and its stance on current issues</p> <p>Using these resources, students may construct a timeline for each party, charting its policy evolution and changing electoral strength</p> <p>As most centres will have a variety of local constituency MLAs in their area it would be appropriate to invite elected representatives to a Q and A session. Some MLAs may be willing to take part in a debate with representatives of other parties</p>	<p><a href="http://www.sdlp.ie/">www.sdlp.ie/</a></p> <p><a href="https://en.wikipedia.org/wiki/Social_Democratic_and_Labour_Party">https://en.wikipedia.org/wiki/Social_Democratic_and_Labour_Party</a></p> <p>McLoughlin, P.J, (2010) <i>John Hume and the Revision of Irish Nationalism</i>. MUP</p> <p><a href="http://www.sluggerotoole.com">www.sluggerotoole.com</a></p>

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
<p><b>The Alliance Party</b></p> <p>Week 12 (6 hours)</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate knowledge and understanding of the background, strategies and policies of the Alliance Party;</li> <li>• analyse how Alliance policies have changed since 1998; and</li> <li>• evaluate how and why electoral support for Alliance has changed since 1998.</li> </ul>	<p>The Wikipedia entry for each party is a useful starting point for students. Each provides a background to the party, information on its policies and evolution, information on electoral strength and how this has changed</p> <p>Following this, students should make use of the Resources column to enhance understanding of the party's positions and its stance on current issues</p> <p>Using these resources, students may construct a timeline for each party, charting its policy evolution and changing electoral strength</p> <p>As most centres will have a variety of local constituency MLAs in their area it would be appropriate to invite elected representatives to a Q and A session. Some MLAs may be willing to take part in a debate with representatives of other parties</p>	<p><a href="http://allianceparty.org/">http://allianceparty.org/</a></p> <p><a href="https://en.wikipedia.org/wiki/Alliance_Party_of_Northern_Ireland">https://en.wikipedia.org/wiki/Alliance Party of Northern Ireland</a></p> <p><a href="http://www.sluggerotoole.com">www.sluggerotoole.com</a></p>

# **Unit AS 2: The British Political Process**



## **Unit AS 2:** The British Political Process

**Introduction:** This unit examines the operation of the British Parliament and the Executive and the relationship between the two institutions. Students also consider the political role of either the British judiciary or pressure groups. The key themes in this unit are:

- the extent to which the Executive dominates the legislature;
- the extent to which the Prime Minister dominates the Executive;
- the extent to which the judiciary acts as an effective check on the Executive; and
- the political impact of pressure groups.

**Prior Learning:** No specific prior knowledge is required

**Guided Learning Hours:** 18 weeks/108 hours.

**Assessment:** There are four questions ranging from a short recall question to a longer extended writing question. Candidates must refer to the source material in two of the four questions.

**Background reading:** There are several very good textbooks which would provide an excellent platform on which students can build their understanding of the subject. In particular Bill Jones and Philip Norton, *Politics UK*, (Routledge, 2014), and Philip Lynch and Paul Fairclough, *UK Government and Politics*, (Philip Allan Updates, 2010) and Roy Bentley, Alan Dobson, Maggie Grant and David Roberts, *British Politics in Focus*, (Causeway Press, 2008).

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
<p><b>Section A:</b></p> <p><b>Parliament</b> (7 Weeks) (42 hours)</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate a knowledge and understanding of the role of Members of Parliament (MPs), the Speaker of the House and key parts of the parliamentary system;</li> <li>• demonstrate a knowledge and understanding of the three key functions of the Parliamentary system and the ability to assess how effectively these are carried out: <ul style="list-style-type: none"> <li>– legislation;</li> <li>– scrutiny; and</li> <li>– representation; and</li> </ul> </li> </ul>	<p>Students map the inside of the Commons and identify each group or individual. They should make a key to indicate their role, powers etc. This should be done in pairs</p> <p>Students to create a comparative table of positives and negatives for each of the three functions (legislation, scrutiny and representation)</p> <p>Work in small groups or in pairs and each group/pair reports back to the class</p> <p>Extension activity: Write up the table as a review paper of the effectiveness of Parliament in the 21st century</p>	<p>Norton, P (2005) <i>Parliament in British Politics</i>, Palgrave Macmillan</p> <p>Garnett, M and Lynch, P (2005) <i>AS UK Government and Politics</i>, Phillip Allan Updates</p> <p>Jones, B (ed), (2007) <i>Politics UK</i>, Pearson Education</p> <p>Cocker, P and Jones, A (2002) <i>Contemporary British Politics and Government</i>, Liverpool Academic</p> <p>Parliamentary Affairs bulletin is available from the Parliamentary Education Service: <a href="http://www.parliament.uk/education/">www.parliament.uk/education/</a></p> <p>Check all of the available resources and sign up for any relevant newsletters</p>

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
<p><b>Parliament (cont.)</b></p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate a knowledge and understanding of key reforms to the parliamentary system, particularly the House of Lords and be able to assess what impact these reforms have had;</li> <li>• assess the degree to which the executive is able to dominate the legislature based on a solid understanding of relevant mechanisms and procedures;</li> <li>• assess the degree to which the legislature can hold the executive to account and the procedures it uses to do so; and</li> <li>• evaluate the role of different types of committees in the House of Commons and the House of Lords and how they contribute to the legislative process and the scrutiny of the Executive</li> </ul>	<p>Students to make an assessment of the current governments’ legislative record using information from Parliament’s website. They should identify what they are looking for, draw up relevant tables and make statistical conclusions based on their research</p> <p>Students to watch and take notes from a series of PMQs and Minister’s Question Time sessions</p> <p>Possible school visit to Westminster or a visit from a Member of Parliament</p> <p>Students in small groups to research the work of a specific Departmental Select Committee and present information on the inquiries undertaken, reports published and the government response to their recommendations</p>	<p><a href="http://www.parliament.uk/">www.parliament.uk/</a> also has the most recent news from the UK Parliament and links to live coverage of the work of the House of Commons and House of Lords</p> <p>Norton, P (2004) <i>The Power of Parliament, Politics Review</i>, November – this article is a bit out of date but its precepts remain of use in getting a general overview of parliamentary procedures</p> <p>Additionally, check the archives on BBC i-player for past episodes of Question Time and of Prime Minister’s Question Time from BBC Parliament. Other relevant political programmes include The Politics Show, Daily Politics and Radio 4’s Today in Parliament</p> <p><a href="http://www.bbc.co.uk/iplayer">www.bbc.co.uk/iplayer</a></p>

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
<p><b>Parliament (cont.)</b></p>	<p>Students should be able to:</p>	<p>Students could also use <a href="http://www.parliament.uk">www.parliament.uk</a> to research the membership of Public Bill Committees and consider how this impacts on their ability to amend legislation and effectively scrutinise the Executive.</p>	

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
<p><b>Executive</b> (7 Weeks) (42 hours)</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate knowledge and understanding of the powers and structure of the executive;</li> <li>• demonstrate knowledge and understanding of relationships within the executive;</li> <li>• demonstrate knowledge and understanding of key roles within the executive (for example, the role of ministers, the role of the cabinet, the role of cabinet committees);</li> <li>• demonstrate knowledge and understanding of key concepts such as individual ministerial and Cabinet collective responsibility</li> </ul>	<p>Flipped classroom activity to ensure students are fully prepared for each class i.e. they get the notes in advance and must prepare for the lesson before coming to class allowing teacher to focus on meaning and understanding</p> <p>Mock cabinet meeting can provide a good way to demonstrate both PM control and how the cabinet can and does rebel. This activity can be used to explore concepts such as ministerial and collective responsibility by demonstrating it in the classroom</p> <p>Teacher to familiarise students with the concepts of ‘Prime Ministerial government’ and ‘Presidential government’ and argue the case for and against these concepts by looking at the experience of individual Prime Ministers. Students should be encouraged to consider whether the Prime Minister dominates Cabinet relations or is restrained and simply ‘first among equals’.</p>	<p>Kingdom, J (2003) <i>Government and Politics in Britain: An Introduction</i>, Polity</p> <p>Watts, D (2006) <i>British Government and Politics; A Comparative Guide</i>, Edinburgh University Press</p> <p>Jones, B ed, (2007) <i>Politics UK</i>, Pearson Education</p> <p>Dorey, P (2005) <i>Policy Making in Britain: An Introduction</i>, Sage</p> <p>Foley, M (2000) <i>The British Presidency</i>, Manchester University Press</p> <p>Rose, R (2001) <i>The Prime Minister in a Shrinking World</i>, Polity</p>

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
<p><b>Executive (cont.)</b> 7 Weeks</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• assess the distribution of power within the UK executive (for example, the powers of the Prime Minister and the degree to which the Prime Minister may control the cabinet, the degree to which the UK may be considered to have an increasingly Presidential PM); and</li> </ul>	<p>Extension activity: direct more able students to additional online or reading material. In this case good use could be made of political biographies</p>	<p>Various documentaries on past Prime Ministers particularly Thatcher, Blair Brown and Cameron to allow for contrast and comparison. Many of these, which have previously appeared on the BBC can be found on YouTube</p> <p>Likewise political biographies</p> <p>The Blair Years is well worth a watch as it highlights the issue of growing numbers of special advisers and how this impacts on the cabinet</p>

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
<p><b>Section B:</b></p> <p><b>The British judiciary</b> (4 Weeks) (24 hours)</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate knowledge and understanding of key judicial concepts such as judicial independence and neutrality;</li> <li>• demonstrate knowledge and understanding of the socio-economic composition of the judiciary;</li> <li>• demonstrate knowledge and understanding of reforms to the judiciary and the impact these have had on its role and powers; and</li> <li>• demonstrate knowledge and understanding of the ways the judiciary can hold the executive to account; judicial inquiries, judicial reviews.</li> </ul>	<p>Students to access the online biographies of the Supreme Court justices and use these to draw preliminary conclusions about their background and representativeness</p> <p>This should then be developed by linking these to details of how the various Justices have voted in cases in the last 4 years</p> <p>This should lead to some interesting debate and conclusions about assumptions and about how legal training means we can't always predict how a judge will vote This should be followed by watching the documentary on the Supreme Court</p> <p>Comparative table on judicial reviews and judicial inquiries stating both the positives and negatives</p> <p>Extension activity: research current governmental views on judicial review and draw conclusions about what this means for their effectiveness or otherwise</p>	<p>Garnett, M (2004) <i>Judges versus Politicians in Politics Review</i>, Hodder Education</p> <p>Peele, G (September 2001) <i>The Human Rights Act, in Talking Politics</i>, London, Politics Association</p> <p>Watts, D (2006) <i>British Government and Politics: A Comparative Guide</i> Edinburgh University press</p> <p>The Supreme Court's website is excellent for information on current cases, biographies of all the Justices and for explanation of how they carry out their role: <a href="http://www.supremecourt.uk/">www.supremecourt.uk/</a></p> <p>There is a useful documentary on the role of the Supreme Court entitled 'UK Supreme Court: The Highest Court in the Land': <a href="http://www.youtube.com/watch?v=PZtYENfNa7k">www.youtube.com/watch?v=PZtYENfNa7k</a></p>

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
<p><b>The British judiciary (cont.)</b></p>			<p>See the following link for Politics Review's article 'Judiciary Case Studies.' Volume 23, Number 4:  <a href="http://www.hoddereducation.co.uk/Magazines/Magazines-extras/Politics-Review-extras">www.hoddereducation.co.uk/Magazines/Magazines-extras/Politics-Review-extras</a></p>

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
<p><b>OR; if preferred:</b>  <b>Section C:</b>  <b>Pressure groups in the UK</b>                      (4 Weeks)                      (24 hours)</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate a knowledge and understanding of what a pressure group is, types of pressure groups and how this influences the tactics employed by groups;</li> <li>• demonstrate a knowledge and understanding of the factors that influence pressure group success. This should include reference to status of the group, resources, members, aims and tactics/methods;</li> <li>• evaluate the role of pressure groups in a democracy with reference to concepts such as participation, representation and education;</li> <li>• assess different interpretations of the impact that these groups have on the British political process; how have they influenced policy makers, public opinion; what success have they had in the courts.</li> </ul>	<p>Students to research a local and national pressure group of their choice and use this work to make an information leaflet on each, detailing their aims, methods and other key data. These can be used to form the basis of a larger class activity in which the information can be shared amongst the class</p> <p>Possibility of inviting a reputable pressure group to talk to students about lobbying and how they go about trying to gain political influence</p>	<p>Smith, N (2006) <i>UK Parties and Pressure Groups Advanced Topic Master</i>, Phillip Allan Updates</p> <p>Garnett, M and Lynch, P (2005) <i>UK Government and Politics</i>, Phillip Allan Updates</p> <p>Coxall, B, Robins, L and Leach, R (2003) <i>Contemporary British Politics</i>, Palgrave Macmillan</p> <p>Reference to a variety of pressure groups' own official websites. The selection of pressure groups should include both insider and outsider groups</p> <p>For a useful revision presentation on the classification of pressure groups including social movements please see Vol 23, No 4 of Hodder Education's extra resources for Politics Review: <a href="http://www.hoddereducation.co.uk/Magazines/Magazines-extras/Politics-Review-extras">www.hoddereducation.co.uk/Magazines/Magazines-extras/Politics-Review-extras</a></p>

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
<p><b>Consolidation Week</b></p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate a knowledge and understanding of how the different parts of the political process in the UK relate to each other;</li> <li>• assess the importance of the various political institutions and the limitations they encounter; and</li> <li>• evaluate the extent to which Prime Ministers can carry out their roles while taking in to consideration the factors which may make this more difficult such as the political environment or a bad economic situation.</li> </ul>	<p>A variety of activities should be used throughout class time this week to ensure that students are fully versed in all of the key concepts and have the necessary analytical tools and evidence they will need for the exam. This week would be ideal for attempting examination questions under timed conditions</p> <p>Use of effective questioning technique and pop quizzes can help keep the consolidation week fun and lively</p>	<p>Legacy AS2 examination papers could be consulted to influence the setting of exam practice questions. Teachers should adapt these where appropriate to reflect changes in mark schemes</p> <p>Note that pressure groups was not part of the legacy specification</p>

**Unit A2 1 Option A:  
A Comparative Study of the  
Government and Politics of the  
United States of America and the  
United Kingdom**



**Specification:** GCE Government and Politics

**Unit A2 1:** A Comparative Study of the Government and Politics of the United States of America and the United Kingdom.

**Introduction:** This unit focuses on how the United States is governed and how this compares to the British political system, with specific reference to the legislative and executive branches. This option will involve the study of how effectively the respective Legislatures fulfil their main roles of representation, legislation and scrutiny, the similarities and differences in the executive processes of both countries and the relationship between the executive and legislative branches.

**Prior Learning:** In studying this option, students should draw upon knowledge and understanding that they have previously acquired in the study of AS 2: The British Political Process.

**Guided Learning Time:** 108 hours/18 weeks.

**Assessment:** There are six questions; four questions in Section A, two of which must refer to the source material and two questions in Section B, one of which is an extended piece of writing (from a choice of two).

**Background Reading:** Students should be encouraged to read the political sections of daily newspapers, listen to radio news on politics, watch political programmes on TV and visit credible political sections of websites and blog sites.

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
<p><b>A Comparative Study of the Government and Politics of the United States of America (USA) and the United Kingdom (UK)</b> (18 weeks/108 hours)</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• understand and analyse the executive and legislative branches of the United States Government;</li> <li>• understand and appreciate the purpose and impact of the United States Constitution in relation to the Presidency and Congress;</li> <li>• appreciate the governing relationship that exists between the executive and legislative branches; and</li> <li>• engage in a comparative analysis of the political system of the United States and the United Kingdom.</li> </ul>	<p>Across all elements of this section of the unit, a variety of teaching and learning activities should be used to develop students' knowledge, understanding and ability to analyse and evaluate</p> <p>These may include:</p> <ul style="list-style-type: none"> <li>• teacher-led presentations on key topics;</li> <li>• class discussions and debates;</li> <li>• class/group-based directed research, writing up and reporting; and</li> <li>• directed individual essay research, planning and writing up, assessment and feedback</li> </ul>	<p>Bennett, A, (2014) <i>American Government and Politics</i>, Phillip Allan (Ch 4 – pressure groups and Ch 7 – the Supreme Court's impact on Congressional and Presidential power)</p> <p>Ashbee, E (2012) <i>US Politics Today</i>, MUP</p> <p>John Green's excellent Crash Course YouTube Channel now has a US Government and Politics section: <a href="http://www.youtube.com/playlist?list=PL8dPuuaLjXtOfse2ncvffeelTrqvhrz8H">www.youtube.com/playlist?list=PL8dPuuaLjXtOfse2ncvffeelTrqvhrz8H</a></p> <p>The Gettysburg High School website also has an excellent suite of resources: <a href="http://www.gettysburg.k12.pa.us/webpages/hhistory/ap.cfm?subpage=1301931">www.gettysburg.k12.pa.us/webpages/hhistory/ap.cfm?subpage=1301931</a></p>

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
<p><b>A Comparative Study of the Government and Politics of the United States of America (USA) and the United Kingdom (UK) (cont.)</b></p> <p>(18 weeks /108 hours)</p>	<p>Students should be able to:</p>	<p>It is recommended that students' attention is drawn to comparative opportunities as they develop their knowledge and understanding of the American political system</p> <p>Students should also be exposed to the skills required to demonstrate their knowledge and understanding across the question range</p>	<p>The Miller Centre on Public Affairs also has many Presidential resources: <a href="http://millercenter.org/">http://millercenter.org/</a></p> <p>The BBC has a number of correspondent pages that will allow students to become more familiar with American political culture: <a href="http://www.bbc.co.uk/news/correspondents/jonsopel">www.bbc.co.uk/news/correspondents/jonsopel</a></p> <p><a href="http://www.bbc.co.uk/news/correspondents/anthonyzurcher">www.bbc.co.uk/news/correspondents/anthonyzurcher</a></p>

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
<p><b>1. Understanding America</b></p> <p>(½ week) (3 hours)</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• appreciate the cultural and political values of the United States of America;</li> <li>• be familiar with the diversity of the USA; and</li> <li>• show an awareness of some of the current issues facing US society.</li> </ul>	<p>As students lack the necessary familiarity with the United States, it is important that they develop a context. Therefore, they should be given some grounding in the character of the United States. This can be achieved through:</p> <p>Teacher facilitated presentation, discussion and learning of socio-economic aspects of the United States, including its geographical and political culture</p> <p>Students could watch the Michael Moore documentary ‘Bowling for Columbine’</p> <p>Suggested group activity is to research and present on the different regions of the United States looking at the economy, cultural values, cities and significant attributes of each of these</p> <p>As part of an introduction students should be made aware of the issues of race/gun control/abortion in the United States. A simplified history of the United States is also invaluable in providing contextual knowledge</p>	<p>Ashbee, E(2012) <i>US Politics Today</i>, MUP (Ch 1 and 2)</p> <p>Video: Bowling for Columbine</p> <p>Waugh,S (2009) <i>GCSE Modern World History: The USA 1919-41</i>, Hodder</p> <p>Politics Review Extras, Vol 23, number 1: Good introduction to the Republican and Democrat parties</p> <p><a href="http://www.hoddereducation.co.uk/Magazines/Magazines-extras/Politics-Review-extras">www.hoddereducation.co.uk/Magazines/Magazines-extras/Politics-Review-extras</a></p>

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
<p><b>2. The United States Constitution</b></p> <p>(2 weeks) (12 hours)</p>	<p>It is recommended that students study the Constitution and the necessary articles which outline the powers of the legislative branches and the executive but are advised that this will not be examined as a discrete question</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• understand the concepts of Checks and Balances, the Separation of Powers, Federalism and the Bill of Rights;</li> <li>• understand the notion of constitutionality – that actions of the President and Congress are bound by the Constitution; and</li> </ul>	<p>Teacher facilitated presentation, discussion and learning of the background of the US Constitution with emphasis on: The Declaration of Independence; freedom from tyranny; limited government and the Grand Compromise</p> <p>One useful technique for understanding the Constitution and the relationship between the three branches is to give each student an enlarged diagram of the structure of the three branches. Students can progressively add to this throughout the module e.g. when studying checks and balances they can annotate the diagram with examples etc. It will give them their own individualised copy of the overall structure of the US government</p>	<p>Bennett, A (2014) <i>American Government and Politics</i>, Phillip Allan (Ch 1)</p> <p>US site on the Constitution aimed at High School students:</p> <p><a href="http://bensguide.gpo.gov/learning-adventures-14more?id=39&amp;age=ben14more">http://bensguide.gpo.gov/learning-adventures-14more?id=39&amp;age=ben14more</a></p> <p>Bennett, A (2014) <i>American Government and Politics</i>, Phillip Allan (Ch 1)</p> <p>Crash course on Checks and Balances and the Separation of powers</p> <p><a href="http://www.youtube.com/watch?v=0bf3CwYCxXw&amp;index=3&amp;list=PL8dPuuaLjXtOfse2ncvffeelTrqvhrz8H">www.youtube.com/watch?v=0bf3CwYCxXw&amp;index=3&amp;list=PL8dPuuaLjXtOfse2ncvffeelTrqvhrz8H</a></p>

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
<p><b>2. The United States Constitution (cont.)</b></p> <p>(2 weeks)</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>demonstrate knowledge and understanding of how the Constitution limits the power of the executive and legislative branches; and illustrate this with appropriate evidence.</li> </ul>	<p>Teacher facilitated presentation, discussion and learning of the key aspects of the Constitution that impact on the performance of government with emphasis on checks and balances, the separation of powers, federalism, the Bill of Rights and judicial review. Even at this early stage it may be helpful to show how they impact on the governing process</p> <p>Students may add examples of checks and balances to their 'Constitution diagram'</p> <p>Comparative Analysis: One useful technique is to remind students of how, in the British case a Commons' majority and party discipline impacts on Executive dominance. If there is an absence of majority and discipline in the US, what are the wider implications?</p> <p>Additional key terms: gridlock/divided government</p> <p>Assessment Opportunity Q1: What is meant by the term Separation of Powers?</p>	<p>Ben's Guide:  <a href="http://bensguide.gpo.gov/learning-adventures-14more?id=39&amp;age=ben14more">http://bensguide.gpo.gov/learning-adventures-14more?id=39&amp;age=ben14more</a></p> <p>Mypoliscilab on Federalism:  <a href="http://www.youtube.com/watch?v=aePwZIO3wZo">www.youtube.com/watch?v=aePwZIO3wZo</a></p>

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
<p><b>3. The Legislative Branch – The Structures of Congress</b></p> <p>(1 week) (6 hours)</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• build on and apply their understanding of democracy, representation, accountability and scrutiny developed within the AS units;</li> <li>• demonstrate knowledge and understanding of how the constitution defines the role of Congress;</li> <li>• demonstrate knowledge and understanding of the role of the committee system in Congress;</li> <li>• demonstrate knowledge and understanding of the leadership positions in Congress; and</li> <li>• demonstrate knowledge and understanding of the functions and powers of the Senate and House of Representatives in their main roles: legislation, scrutiny and representation.</li> </ul>	<p>Teacher facilitated presentation, discussion and learning of the basic structures of Congress including the differences between the House of Representatives and the Senate. Leadership may also be addressed</p> <p>Assessment Opportunity Q1: What is meant by the term 'Speaker'?</p>	<p>Bennett, A (2014) <i>American Government and Politics</i>, Phillip Allan (Ch 5)</p> <p>Crash Course on Congressional leadership:  <a href="http://www.youtube.com/watch?v=L8urcMLGFyU&amp;index=8&amp;list=PL8dPuuaLjXtOfse2ncvffeelTrqvhrz8H">www.youtube.com/watch?v=L8urcMLGFyU&amp;index=8&amp;list=PL8dPuuaLjXtOfse2ncvffeelTrqvhrz8H</a></p>

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
<p><b>4. The Legislative Branch - The Legislative function of Congress</b></p> <p>(2 ½ weeks) (15 hours)</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate knowledge and understanding of the legislative process of Congress;</li> <li>• demonstrate knowledge and understanding of the influence of members of Congress on legislation;</li> <li>• demonstrate knowledge and understanding of the impact of Congressional committees on legislation;</li> <li>• demonstrate knowledge and understanding of the significance of the House Rules Committee;</li> <li>• demonstrate knowledge and understanding of the differences in the legislative role of the House of Representatives and Senate;</li> </ul>	<p>Teacher facilitated presentation, discussion and learning of the legislative function of Congress</p> <p>The teacher may wish to 'red flag' the many ways that legislation may fail or be significantly changed</p> <p>A key emphasis is on the role of the Committees in the process</p> <p>A case study of a particular Bill is very useful in illustrating the process</p> <p>Students should also be made aware of the impact of lobbying and pressure groups at this stage. A good case study at this point may be the NAACP's impact on Civil Rights legislation</p>	<p>Ben's Guide is useful for the passage of legislation:  <a href="http://bensguide.gpo.gov/learning-adventures-14more?id=39&amp;age=ben14more">http://bensguide.gpo.gov/learning-adventures-14more?id=39&amp;age=ben14more</a></p> <p>Politics Review Extras, Vol 25, number 1                      Quiz on lobby groups</p> <p><a href="http://www.hoddereducation.co.uk/Magazines/Magazines-extras/Politics-Review-extras">www.hoddereducation.co.uk/Magazines/Magazines-extras/Politics-Review-extras</a></p> <p>Politics Review Extras, Vol 23, number 4                      Article on the filibuster</p> <p><a href="http://www.hoddereducation.co.uk/Magazines/Magazines-extras/Politics-Review-extras">www.hoddereducation.co.uk/Magazines/Magazines-extras/Politics-Review-extras</a></p>

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
<p><b>5. The Legislative Branch - The Legislative function of Congress (cont.)</b></p> <p>(2 ½ weeks)</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• show an awareness of the impact of pressure/lobby groups on the legislative branch of US government;</li> <li>• evaluate the effectiveness of Congress as a legislative body;</li> <li>• examine the relationship between the executive and Congress; and</li> <li>• illustrate their learning with appropriate examples.</li> </ul>	<p>Assessment Opportunity Q2: Explain two ways in which pressure groups can influence legislation</p> <p>Additional key terms: House Rules Committee/Speaker/Filibuster/Iron Triangles</p>	<p>Crash Course on the legislative process:  <a href="http://www.youtube.com/watch?v=66f4-NKEYz4&amp;index=9&amp;list=PL8dPuuaLjXtOfse2ncvffeelTrqvhrz8H">www.youtube.com/watch?v=66f4-NKEYz4&amp;index=9&amp;list=PL8dPuuaLjXtOfse2ncvffeelTrqvhrz8H</a></p> <p>Crash Course on Congressional Committees:  <a href="http://www.youtube.com/watch?v=evLR90Dx79M&amp;index=7&amp;list=PL8dPuuaLjXtOfse2ncvffeelTrqvhrz8H">www.youtube.com/watch?v=evLR90Dx79M&amp;index=7&amp;list=PL8dPuuaLjXtOfse2ncvffeelTrqvhrz8H</a></p>

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
<p><b>6. The Legislative Branch – The Oversight function of Congress</b></p> <p>(1 ½ weeks) (9 hours)</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>demonstrate knowledge and understanding of the Oversight function of Congress, specifically the methods used to carry out this function - impeachment, Advice and Consent from the Senate on appointments and treaties and accountability through Committee scrutiny;</li> <li>examine the relationship between the executive and Congress; and</li> </ul>	<p>Teacher facilitated presentation, discussion and learning of the Oversight function of Congress</p> <p>Impeachment - Examination of the three cases of impeachment affecting the Presidency (Andrew Johnson, Richard Nixon and Bill Clinton) and the differences between them</p> <p>Implications of Impeachment being used as a political weapon in the American System – reflection and analysis. A Comparative opportunity exists here. The class can contrast Impeachment with the removal of a British Prime Minister, either by election (Brown) or internal politics (Thatcher)</p> <p>Advice and Consent -Explanation of the process with regard to treaties and appointments. Special attention should be paid to the significance of Supreme Court appointments. A case study on the Clarence Thomas or Robert Bork controversies will facilitate class discussion</p>	<p>Bennett, A, (2014) <i>American Government and Politics</i> (Ch 5)</p> <p>Summary of the Bork nomination: <a href="http://eightiesclub.tripod.com/id320.htm">http://eightiesclub.tripod.com/id320.htm</a></p> <p>Ashbee, E, (2012) <i>US Politics Today, MUP</i></p> <p>Good on Iran-Contra</p>

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
<p><b>7. The Legislative Branch – The Oversight function of Congress (cont.)</b></p> <p><b>8.</b> (1 ½ weeks)</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• illustrate their learning with appropriate examples.</li> </ul>	<p>With regard to treaties executive agreements and the Case Act should be considered</p> <p>Accountability: Explanation of the investigative process and an analysis of the positive/negative features of committees.</p> <p>Case studies and internet research on the Gonzales/Watergate/9-11 hearings</p> <p>There is a comparative opportunity here. The class can compare it with the scrutiny of the British executive carried out by Select Committees</p> <p>Assessment Opportunity Q4: Assess the view that Congress is effective in holding the Executive to account</p>	<p>The Alberto Gonzales hearings: <a href="http://www.youtube.com/watch?v=jGIFoKQoLGU">www.youtube.com/watch?v=jGIFoKQoLGU</a></p>

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
<p><b>9. The Legislative Branch – The Representative function of Congress</b></p> <p>(1 week) (6 hours)</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate knowledge and understanding of the representative role of Congress;</li> <li>• demonstrate knowledge and understanding of the influence of lobby groups on members of Congress;</li> <li>• demonstrate knowledge and understanding of the economic representation role that members of Congress carry out; and</li> <li>• demonstrate knowledge and understanding of the role of pork barrel politics.</li> </ul>	<p>Teacher facilitated presentation, discussion and learning of the representative function of Congress</p> <p>Students given an investigative task on 'pork barrel' politics</p> <p>Students should also be made aware of the impact of lobbying and pressure groups at this stage. A good case study at this point may be the NRA's links to members of Congress</p>	<p>Bennett, A (2014) <i>American Government and Politics</i>, Phillip Allan (Ch 1)</p> <p>An excellent article on lobbying. A little old but excellent information: <a href="http://news.bbc.co.uk/1/hi/world/americas/3530001.stm">http://news.bbc.co.uk/1/hi/world/americas/3530001.stm</a></p> <p>This Nation – a non-partisan group with many resources: <a href="http://www.thisnation.com/index.html">www.thisnation.com/index.html</a></p>

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
<p><b>10. The Executive Branch – The Development of the Presidency</b></p> <p>(½ week) (3 hours)</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate knowledge and understanding of how the Constitution defines the role of the President; and</li> <li>• demonstrate awareness of how the role of the President expanded in the 20th Century with reference to Roosevelt, Truman and Johnson.</li> </ul>	<p>Teacher facilitated presentation, discussion and learning of the development of the Presidency. Attention should be drawn to how the nature of the office changed in the 1930s</p> <p>Students to carry out directed research of two or more presidents concentrating on their foreign policy and domestic successes</p>	<p>A Bennett, A (2014) American Government and Politics, Phillip Allan (Ch 6)</p> <p>Crash Course on Presidential power:  <a href="http://www.youtube.com/watch?v=5l02sK5LovI&amp;index=11&amp;list=PL8dPuuaLjXtOfse2ncvffeelTrqvhrz8H">www.youtube.com/watch?v=5l02sK5LovI&amp;index=11&amp;list=PL8dPuuaLjXtOfse2ncvffeelTrqvhrz8H</a></p>

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
<p><b>11. The Executive Branch – The Foreign Policy President</b></p> <p>(2 ½ weeks) (15 hours)</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate knowledge and understanding of the foreign policy powers of the President, in particular the role of Commander in Chief and the power to make treaties;</li> <li>• demonstrate knowledge and understanding of how these powers have been affected by factors including constitutional change and amendments; supreme court decisions; and executive orders and agreements;</li> <li>• understand the relevancy of the 'Imperial Presidency' and the War Powers Act in relation to foreign policy;</li> <li>• evaluate the primacy of the President in foreign policy; and</li> <li>• illustrate their learning with relevant examples.</li> </ul>	<p>Teacher facilitated presentation, discussion and learning of the 'foreign policy' President concentrating on how the President uses his powers and the checks and balances involved. The issue of Presidential primacy in this area should be emphasised to the students. Specific constitutional limitations should be explored and examples of checks should be highlighted</p> <p>The 'constitution diagram' can be built upon</p> <p>The 'Imperial Presidency' should be discussed and the significance of the War Powers Act. Students to research its use in the Lebanon, Somalia and Iraq</p> <p>Assessment Opportunity Q2 Identify and explain two ways that the President can set the foreign policy agenda</p>	<p>Bennett, A, (2014) <i>American Government and Politics</i>, Phillip Allan (Ch 6)</p> <p>Crash Course on the Imperial Presidency:  <a href="http://www.youtube.com/watch?v=5l02sK5LovI">www.youtube.com/watch?v=5l02sK5LovI</a></p> <p>Video on the Imperial presidency (more Watergate than FP):  <a href="http://www.youtube.com/watch?v=Ch8HNBL1LjY">www.youtube.com/watch?v=Ch8HNBL1LjY</a></p>

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
<p><b>12. The Executive Branch – The Domestic Policy President</b></p> <p>(2 ½ weeks) (15 hours)</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate knowledge and understanding of the President's domestic powers and, the constraints on the exercise of those powers;</li> <li>• evaluate the impact of US lobby groups on the executive branch of government;</li> <li>• evaluate how the domestic role of the President has been affected by factors including constitutional change and amendments; supreme court decisions; and executive orders and doctrines;</li> <li>• evaluate the nature of the relationship between the executive and Congress, particularly in regard to legislative success;</li> </ul>	<p>Teacher facilitated presentation, discussion and learning of the 'domestic policy' President and how he uses his powers in this area. The issue of Presidential difficulty in this area should be emphasised to the students. Specific constitutional limitations should be explored and examples of checks should be highlighted</p> <p>The 'constitution diagram' can be built upon</p> <p>The President's use of the veto and Presidential persuasion should be examined. Case studies of the 'domestic' approach of LBJ and George W Bush would be useful. Discuss the need for a working relationship with Congress. LBJ was very skilled at managing the process whereas Bush was content to let Congress provide the detail to broad ideas</p>	<p>Bennett, A (2014) <i>American Government and Politics</i>, Phillip Allan (Ch 1)</p> <p>The West Wing episode 4 'Five Votes Down' is very good on Presidential persuasion</p> <p>Obama 2012 State of the Union address: <a href="http://www.bbc.co.uk/news/world-us-canada-16714407">www.bbc.co.uk/news/world-us-canada-16714407</a></p> <p>Politics Review Extras, Vol 24, number 2</p> <p>Assessment of Obama Presidency</p>

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
<p><b>13. The Executive Branch – The Domestic Policy President (cont.)</b></p> <p>(2 ½ weeks)</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• evaluate the weakness and limitations of the President in domestic policy; and</li> <li>• Illustrate their learning with relevant examples.</li> </ul>	<p>Comparative Aspect: How does the President's domestic power compare with that of the PM?</p> <p>Additional Key Terms: Lame duck President/State of the Union address</p> <p>Assessment Opportunity Q4: Assess the view that the US President is weaker in domestic policy than foreign policy</p>	<p><a href="http://www.hoddereducation.co.uk/Magazines/Magazines-extras/Politics-Review-extras">www.hoddereducation.co.uk/Magazines/Magazines-extras/Politics-Review-extras</a></p>

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
<p><b>14. The Executive Branch – Within the Presidency</b></p> <p>(1 week) (6 hours)</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>demonstrate knowledge and understanding of the executive process in the USA including the Cabinet; the executive Office of the President (EXOP); the powers of the Executive; and</li> <li>demonstrate knowledge and understanding of the relationships that exist within the executive branch.</li> </ul>	<p>Teacher facilitated presentation, discussion and learning of the structure of the executive branch, including the Cabinet, the changing role of the Vice President and the EXOP</p> <p>The issue of the different nature of the US cabinet compared to the UK should be emphasised</p> <p>This issue is an opportunity to introduce the skills of direct comparison. Students can compare the role, membership, collectivity and support mechanisms within the respective systems</p> <p>Assessment Opportunity:</p> <p>Q3: Explain how the EXOP supports the President</p> <p>Q5: Identify and explain two differences between the functions and powers of the Cabinet in the UK and in the USA</p>	<p>Bennett, A (2014) <i>American Government and Politics</i>, Phillip Allan (Ch 6)</p> <p>Video: The President's Gatekeepers (clips):  <a href="http://www.discovery.com/tv-shows/the-presidents-gatekeepers/videos/">www.discovery.com/tv-shows/the-presidents-gatekeepers/videos/</a></p> <p>Politics Review Extras, Vol 23, number 4:            Article on the Biden Vice Presidency:  <a href="http://www.hoddereducation.co.uk/Magazines/Magazines-extras/Politics-Review-extras">www.hoddereducation.co.uk/Magazines/Magazines-extras/Politics-Review-extras</a></p>

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
<p><b>15. Comparative Government</b></p> <p>(3 weeks) (18 hours)</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate knowledge and understanding of the similarities and differences in the structures, powers and operation of Congress and Parliament;</li> <li>• demonstrate knowledge and understanding of the relative effectiveness of the Senate, House of Representatives, House of Commons and House of Lords in performing their functions in legislation, representation and scrutiny;</li> <li>• demonstrate knowledge and understanding of the similarities and differences in the executive process of both countries, including appointment structures; powers of the executive; constraints on these powers;</li> <li>• demonstrate knowledge and understanding of the effectiveness of the Executives within the two systems;</li> </ul>	<p>Teacher facilitated presentation, discussion and learning of the various aspects of Comparative Government. This should build upon the comparative aspects already alluded to in the course of the module</p> <p>In terms of direct comparison it is often helpful for the students to be given a task which involves creating explanation grids of potential comparisons e.g. Appointment Structures</p> <p>With the more evaluative comparison it is often useful to tease out the reasons for the differing outcomes. Students will realise that the different structures lead to different processes that in turn lead to these differing outcomes</p>	<p>Bennett, A (2014) <i>American Government and Politics</i>, Phillip Allan</p> <p>Fairclough, P (2004) <i>US Comparative Government and Politics, Questions and Answers Guide</i>, Phillip Allan</p>

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
<p><b>16. Comparative Government (cont.)</b></p> <p>(3 weeks)</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• compare and evaluate the relative power, accountability and effectiveness of the two Executives;</li> <li>• demonstrate knowledge and understanding of relationship that exists between both Executives and Legislatures, considering issues of dominance, influence and interrelationships; and</li> <li>• illustrate their learning with appropriate examples.</li> </ul>	<p>Assessment Opportunity:</p> <p>Q6: Assess the view that Members of Parliament are more effective lawmakers than members of Congress</p> <p>Q6: Assess the view that UK Presidents face more constraints on the exercise of power than UK Prime Ministers</p>	

**Unit A2 1 Option B:  
A Comparative Study of the Government  
and Politics of the Republic of Ireland  
and the United Kingdom.**



**Specification:** GCE Government and Politics

**Unit A2 1 Option B:** A Comparative Study of the Government and Politics of the Republic of Ireland and the United Kingdom.

**Introduction:** This unit focuses on how the Republic of Ireland is governed and how this compares to the British political system, with specific reference to the legislative and executive branches. This option will involve the study of how effectively the respective legislatures fulfil their main roles of representation, legislation and scrutiny, the similarities and differences in the executive processes of both countries and the relationship between the executive and legislative branches.

**Prior Learning:** In studying this option, students should draw on the knowledge and understanding that they have previously acquired in the study of AS 2: The British Political Process.

**Guided Learning Time:** 108 hours/18 weeks.

**Assessment:** The assessment for this unit will consist of an external written examination of 2 hours, 15 minutes duration. There are **six** questions: four in Section A and two in Section B. In Section A, candidates must answer **all four** questions, referring to the source material in **two** of their responses. In Section B, candidates must answer two questions, one of which is an extended writing question. Candidates choose either (a) or (b).

**Background reading:** Students should be encouraged to read the political sections of daily newspapers, listen to radio news on politics, watch political programmes on TV, and visit credible political sections of websites and blog sites.

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
<p><b>Suggested time allocation is 18 weeks at 4 hours per week</b></p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• understand and analyse the executive and legislative branches of the Republic of Ireland;</li> <li>• understand and appreciate the purpose and impact of the Irish Constitution in relation to the legislative and executive branches of the Republic of Ireland;</li> <li>• understand the relationship that exists between the executive and legislative branches; and</li> <li>• compare the political system of the Republic of Ireland with that of the United Kingdom.</li> </ul>	<p>Across all elements of this section of the unit, a variety of teaching and learning activities should be used to develop students’ knowledge, understanding and ability to analyse and evaluate</p> <p>These may include:</p> <ul style="list-style-type: none"> <li>• teacher led presentations on key topics</li> <li>• class discussion and debate</li> <li>• class/group based directed research, writing up and reporting</li> <li>• directed individual essay research, planning and writing up, assessment and feedback</li> </ul> <p>It is recommended that students’ attention is drawn to comparative opportunities as they develop their knowledge and understanding of the political system of the Republic of Ireland</p> <p>Students should also be exposed to the skills required to demonstrate their knowledge and understanding across the question range</p>	<p>It remains the case that the study of the government and politics of the Republic of Ireland is not supported with the same number of resources as is the case for other systems</p> <p>A number of key texts are referred to in this scheme along with a number of important broadcast and web blogs</p> <p>The Irish Political Science Association’s publication, Irish Political Studies, also regularly contains articles of relevance to this unit</p> <p>Students should be aware that CCEA’s Government and Politics microsite will also include an E-book for this option: ‘A2 2 Option B – A Comparative Study of the Government and Politics of the Republic of Ireland and the United Kingdom’ (forthcoming)</p>

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
<p><b>1. Understanding the Republic of Ireland</b></p> <p>Week 1 (6 hours)</p>	<p>Students should be:</p> <ul style="list-style-type: none"> <li>• aware of the origins, history and evolution of the Irish Republic and its political institutions.</li> </ul>	<p>As students may lack familiarity with the Republic of Ireland, it is important that they develop a context. Therefore, they should be given some grounding in the origins, history and evolution of the Irish state and society. This can be achieved through: Teacher facilitated presentation, discussion and learning of key moments in the history and development of the state and society</p>	<p>Coakley, J and Gallagher, M (2010) <i>Politics in the Republic of Ireland, Part 1: The context of Irish Politics</i>, Taylor and Francis</p>
<p><b>2. Bunreacht na hÉireann</b></p> <p>Week 2 (6 hours)</p>	<ul style="list-style-type: none"> <li>• aware of the origin and broad principles of the 1937 Irish Constitution and how it can be amended</li> </ul>	<p>The delivery of this content would be best supported by:</p> <ul style="list-style-type: none"> <li>• teacher-led presentations on key topics</li> <li>• class discussions and debates</li> <li>• class/group based directed research and reporting</li> <li>• directed individual essay research, planning and writing up, assessment and feedback</li> </ul>	<p><a href="http://www.citizensinformation.ie">www.citizensinformation.ie</a></p>

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
<p><b>3. The Legislative branch: the Dáil</b></p> <p>Weeks 3-6 (24 hours)</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>demonstrate knowledge and understanding of the representative, legislative and scrutiny functions of Dáil Éireann as defined by the Constitution;</li> <li>demonstrate knowledge and understanding of the factors affecting the performance of these functions; and</li> <li>evaluate the Dáil's record in the performance of these functions.</li> </ul>	<p>Across all elements of the unit, a variety of teaching and learning activities should be used to develop the students' knowledge, understanding, ability to analyse and evaluate</p> <p>At this early stage in the unit, a visit to the Oireachtas in Dublin, organised by its Education Service, or a visit from a TD or Senator to the school or college would be appropriate. A journalist or commentator who has covered the Oireachtas could also be consulted:</p> <p><a href="http://www.oireachtas.ie/parliament/visitsevents/visitleinsterhouse/">www.oireachtas.ie/parliament/visitsevents/visitleinsterhouse/</a></p> <p><u>It is recommended that students undertake case studies of the functions and powers, using the recommended resources and create research notes on the roles of legislation, scrutiny and representation</u></p>	<p><a href="http://www.oireachtas.ie/parliament/oireachtasbusiness/billslegislation/">www.oireachtas.ie/parliament/oireachtasbusiness/billslegislation/</a>  <u>Students should focus specifically on the section 'Bills and Acts' to gain an understanding of the legislative process</u></p> <p><a href="http://www.oireachtas.ie/parliament/media/michelle/parliamentworks/Parliamentary-Guide-Eng-(web).pdf">www.oireachtas.ie/parliament/media/michelle/parliamentworks/Parliamentary-Guide-Eng-(web).pdf</a>  <u>This document should be used as a glossary to ensure that students fully understand the terminology associated with the workings of Parliament</u></p> <p><a href="http://www.citizensinformation.ie/en/government_in_ireland/national_government/houses_of_the_oireachtas/functions_of_the_seanad.html">www.citizensinformation.ie/en/government_in_ireland/national_government/houses_of_the_oireachtas/functions_of_the_seanad.html</a>  <u>When using this link, students should focus specifically on the sections marked: 'Legislation', 'President' and 'Supreme Court'</u></p>

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
<p><b>3. The Legislative branch: the Dáil (cont.)</b></p>			<p><a href="http://www.constitution.ie/AttachmentDownload.ashx?mid=190b38b1-2f8b-e311-877e-005056a32ee4">www.constitution.ie/AttachmentDownload.ashx?mid=190b38b1-2f8b-e311-877e-005056a32ee4</a>  <u>The glossary section of this report can be used as a discussion on the terminology of how the legislative process works</u></p> <p><a href="http://www.oireachtas.ie/parliament/media/main/documentation/House-of-Oireachtas-Report-for-Web.pdf">www.oireachtas.ie/parliament/media/main/documentation/House-of-Oireachtas-Report-for-Web.pdf</a>  <u>Chapter 1 of this resource can be used by students as a home study reading guide; as a summary of materials for weeks 1 and 2 and as an introduction to week 3</u></p> <p>Coakley, J and Gallagher, M (2010) <i>Politics in the Republic of Ireland, Part 2: Representative democracy at work</i>, Taylor and Francis</p>

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
<p><b>4. The Legislative Branch: the Seanad</b></p> <p>Week 7 (6 hours)</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate knowledge and understanding of the functions and powers of the Seanad;</li> <li>• demonstrate knowledge and understanding of the factors affecting the performance of these functions; and</li> <li>• evaluate the Seanad’s record in performing its functions.</li> </ul>	<p>The delivery of this content would be best supported by:</p> <ul style="list-style-type: none"> <li>• teacher-led presentations on key topics</li> <li>• class discussions and debates</li> <li>• class/group based directed research and reporting</li> <li>• directed individual essay research, planning and writing up, assessment and feedback</li> </ul> <p>It is recommended that students undertake case studies of the functions and powers, using the recommended resources and create research notes on the roles of legislation, scrutiny and representation</p>	<p><a href="http://www.oireachtas.ie/parliament/about/seanad">www.oireachtas.ie/parliament/about/seanad</a></p> <p><a href="http://www.theirishstory.com/tag/irish-senate">www.theirishstory.com/tag/irish-senate</a></p> <p>A brief history of the Irish Senate</p> <p><a href="http://www.oireachtas.ie/parliament/media/main/documentation/House-of-Oireachtas-Report-for-Web.pdf">www.oireachtas.ie/parliament/media/main/documentation/House-of-Oireachtas-Report-for-Web.pdf</a></p> <p><u>Particular attention should be paid to the sections on ‘Seanad Reforms,’ and ‘Other Significant Reforms and Development’</u></p>

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
<p><b>5. The Executive Branch: Operation</b></p> <p>Weeks 8-10 (18 hours)</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>demonstrate knowledge and understanding of how the constitution defines the role of the executive and of the factors affecting the formation of the Executive;</li> <li>demonstrate knowledge and understanding of the executive process; and</li> <li>demonstrate knowledge and understanding of the constraints imposed by coalition government on the powers of the Taoiseach and on the operation of the executive.</li> </ul>	<p>Candidates should examine in detail the process of government formation by studying the period after an election. The 2016 General Election will provide the most up to date example</p> <p><a href="http://www.rte.ie/news/election-2016/">www.rte.ie/news/election-2016/</a></p>	<p>Coakley, J and Gallagher, M (2010) <i>Politics in the Republic of Ireland, Part 2: Representative democracy at work</i>. Taylor and Francis</p> <p>Neil Collins and Terry Cradden, <i>Irish Politics Today</i>, Manchester University Press, 2001</p>
<p><b>6. The Judiciary</b></p> <p>Week 11 (6 hours)</p>	<ul style="list-style-type: none"> <li>demonstrate knowledge and understanding of the political role of the judiciary;</li> <li>demonstrate knowledge and understanding of key judicial reviews and their effect on the Irish political process; and</li> <li>assess the role of judicial decisions in bringing about social and political change.</li> </ul>	<p>Students should create a chronological list of the most significant judicial review decisions with particular focus on the impact on Irish politics and society</p>	<p><a href="https://fdelondras.files.wordpress.com/2013/07/article_ccel_-_delondrasmorgan_-_version_submitted4-2.pdf">https://fdelondras.files.wordpress.com/2013/07/article_ccel_-_delondrasmorgan_-_version_submitted4-2.pdf</a></p> <p>Focus on this specific section for home study reading: Ch 1. 'History and Evolution of Constitutional Amendment in Ireland' (beginning on P 3)</p>

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
<p><b>7. The Legislative and Executive Branches</b></p> <p>Weeks 12-13 (12 hours)</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>demonstrate knowledge and understanding of the relationship between the legislature and executive;</li> <li>assess the degree to which the legislature is independent of the executive; and</li> <li>assess the extent to which the executive dominates the Irish political system.</li> </ul>	<p>Central themes of this section should be the multi-party nature of the Irish legislature and the coalition nature of Irish government. It may assist, in studying this section, to examine other systems that also have these features</p> <p>A case study of one of the independent TDs in the current Dáil would help students to understand the key role of independents in the Irish system</p>	<p><a href="http://www2.le.ac.uk/departments/politics/people/dr-shane-martin/pdfs/the-committee-system">www2.le.ac.uk/departments/politics/people/dr-shane-martin/pdfs/the-committee-system</a></p> <p><a href="http://www.constitution.ie/AttachmentDownload.ashx?mid=bd05f391-a9b8-e311-a7ce-005056a32ee4">www.constitution.ie/AttachmentDownload.ashx?mid=bd05f391-a9b8-e311-a7ce-005056a32ee4</a></p> <p><u>The content of these sites can be used as a Home Study reading guide on the topic: (p 9), 4.1 'The relationship between the Dáil and the Government' - Prof. David Farrell (UCD)</u></p>
<p><b>8. Comparative Government: The UK and the Republic of Ireland</b></p> <p>Weeks 14-18 (30 hours)</p>	<ul style="list-style-type: none"> <li>demonstrate knowledge and understanding of the similarities and differences in the structures, powers and operation of the Oireachtas and Parliament;</li> <li>demonstrate knowledge and understanding of the relative effectiveness of the Dáil, Seanad, House of Commons and House of Lords in performing their functions in legislation, representation and scrutiny;</li> </ul>	<p>Teacher facilitated presentation, discussion and learning of the various aspects of Comparative Government. This should build on the comparative aspects already alluded to in the course of the module</p> <p>In terms of direct comparison it is often helpful for the students to construct grids highlighting the similarities and differences between the executives, the legislatures etc.</p> <p>With the more evaluative comparison it is often useful to tease out the reasons for the differing outcomes. Students will realise that the different structures lead to different processes that in turn lead to these differing outcomes</p>	<p>Students should draw on the material identified above and on the resources listed in Module AS2: the British Political Process</p> <p><a href="http://www.rte.ie/news/player/the-week-in-politics">www.rte.ie/news/player/the-week-in-politics</a></p> <p><a href="http://analysis.rte.ie/">http://analysis.rte.ie/</a></p>

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
<p><b>9. Comparative Government: The UK and the Republic of Ireland (cont.)</b></p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate knowledge and understanding of the similarities and differences in the executive process of both countries, including appointment structures, powers of the executive, constraints on these powers;</li> <li>• demonstrate knowledge and understanding of the effectiveness of the executives in the two systems and their relative powers;</li> <li>• demonstrate knowledge and understanding of the relationship that exists between both Executives and Legislatures, considering issues of dominance, influence and inter relationships; and</li> <li>• illustrate their learning with appropriate examples.</li> </ul>	<p>Specific areas for comparison between the two systems would include:</p> <ul style="list-style-type: none"> <li>• Political culture;</li> <li>• Electoral systems;</li> <li>• Coalition versus Single Party Government;</li> <li>• Party loyalty and discipline;</li> <li>• The powers and operation of the two Legislatures;</li> <li>• The degree of dominance of the two Executives over their respective Legislatures; and</li> <li>• The degree of control that the Taoiseach and PM have within their respective executives</li> </ul> <p>Assessment Opportunity Q6: Assess the view that Members of Parliament are more effective lawmakers than TDs</p> <p>Q6: Assess the view that the Taoiseach faces more constraints on the exercise of their powers than UK Prime Ministers</p>	<p><a href="http://www.politics.ie">www.politics.ie</a></p> <p><a href="http://www.rte.ie/news/election-2016/">www.rte.ie/news/election-2016/</a></p> <p><a href="http://www.sluggeroole.com/region/ireland">www.sluggeroole.com/region/ireland</a></p>

# **Unit A2 2: Political Ideas**



## Unit A2 2: Political Ideas

The focus of this option is on political ideas, specifically the ideas of liberalism, socialism and conservatism. These ideologies have provided the ideas that have arguably had the greatest impact upon modern political systems. Students will have the opportunity to study these ideas by looking at one of the most important texts in each ideological tradition. At the end of this unit students will need to have a detailed knowledge and understanding of:

- The principal ideas of liberalism, socialism and conservatism;
- The main themes of each text;
- The contemporary relevance of these themes; and
- The criticisms that can be made of each text and its themes.

While the texts are very different, there are some common issues that are addressed. These would include human nature, human freedom, social order, political leadership and the role of the state. Students should be able to identify the major differences between the texts on these issues.

**Prior Learning:** In studying this option students should draw upon knowledge and understanding gained through the study of the two AS units and, assuming they have already studied it, Unit A2 1.

**Guided Learning Time:** 12 weeks/72 hours.

**Assessment:** An externally assessed paper lasting 1 hour and 30 minutes. There are five questions ranging from a short 'definition' question to extended writing questions. In Section A candidates must answer all three questions, referring to the source material in two of their responses. In Section B, candidates must answer two questions, one of which is an extended piece of writing. Candidates choose either (a) or (b).

**Background Reading:** The following texts will provide a good overview of all of the ideologies which will help students when read alongside the core texts:

Gamble, A, and Heywood, A. (2003) *Political Ideologies: An Introduction*

Boucher, D and Kelly, P. (2009) *Political Thinkers: From Socrates to the Present*, Oxford University Press

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
<p><b>Section 1</b></p> <p><b>Liberalism and On Liberty</b> (3 ½ weeks) (21 hours)</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• build on their understanding of liberal ideology developed through their study of AS2;</li> <li>• demonstrate knowledge and understanding of the major principles of liberalism (for example, the nature of freedom, the threats to individual liberty, equality, human reason and the role of the state);</li> <li>• demonstrate knowledge and understanding of the principal themes of On Liberty (for example, the threats to individual liberty, the tyranny of the majority, human rationality, the Harm principle, individual and social progress and the role of the state);</li> </ul>	<p>Use more general texts to create a chart outlining the key principles of liberal political thought. This activity can be extended by debate and discussion. The chart should be created by the students working in groups and presenting their findings to the whole class allowing several sources to be analysed at one time</p>	<p>Cowling, M, (2008) <i>Mill and Liberalism</i>, Cambridge University Press</p> <p>Himmelfarb, G, (1990) <i>On Liberty and liberalism: The Case of John Stuart Mill</i>, Ics Pr; Reprint edition</p> <p>Robson, J.M, (1968) <i>The Improvement of Mankind: The Social and Political Thought of J.S. Mill</i>, Routledge &amp; Kegan Paul PLC</p> <p>Duncan, G, (1973) <i>Marx and Mill: Two views of Social Harmony and Social Conflict</i>, Cambridge University Press</p> <p>Wolff, R.P, (1968) <i>The Poverty of Liberalism</i>, (Ch 1), Beacon Press, Boston</p> <p>‘Liberalising Illiberal liberalism’, (2013) Charles Mill, <i>Politics and International Relations</i> Podcasts University of Oxford, Society for Philosophy &amp; Culture</p> <p><a href="https://podcasts.ox.ac.uk/liberalising-illiberal-liberalism">https://podcasts.ox.ac.uk/liberalising-illiberal-liberalism</a></p>

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
<p><b>Section 1 (cont.)</b></p> <p><b>Liberalism and On Liberty</b> (3 ½ weeks)</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>analyse the main criticisms that have been made of the arguments advanced in On Liberty and of the major principles of liberalism;</li> <li>evaluate how the principal ideas of liberalism differ from those of conservatism as advanced in Burke’s Reflections on the Revolution in France; and</li> <li>evaluate how the principal ideas of liberalism differ from those of socialism as advanced in Marx and Engels’ Communist Manifesto.</li> </ul>	<p>Students should be prompted to listen to the appropriate podcasts prior to starting work on the actual texts. This should be set as homework and followed up in class</p> <p>Textual analysis will take place in class but students should be set precise reading activities at home along the lines of reading for answers or with a grid to fill in for each section. Students will not be able to fully evaluate the texts against other relevant texts until they have finished all three set texts</p>	<p>‘Mill’, Melvyn Bragg, In Our Time, Radio 4 Podcast: <a href="http://www.bbc.co.uk/programmes/p003c1c_x">www.bbc.co.uk/programmes/p003c1c_x</a></p> <p>‘Richard Reeves on Mills On Liberty’ from Philosophy Bites Podcasts: <a href="http://philosophybites.com/2008/04/richard-reeves.html">http://philosophybites.com/2008/04/richard-reeves.html</a></p> <p>‘On Liberty by John Stuart Mill’ Loyal Books Podcast. Free download from: <a href="https://itunes.apple.com/us/podcast/on-liberty-by-john-stuart-mill/id901740183?mt=2">https://itunes.apple.com/us/podcast/on-liberty-by-john-stuart-mill/id901740183?mt=2</a></p>

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
<p><b>Section 2</b></p> <p><b>Conservatism and Reflections on the Revolution in France</b> (3 ½ weeks) (21 hours)</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• build on their understanding of conservative ideology developed through their study of AS2;</li> <li>• demonstrate knowledge and understanding of the major principles of conservatism (for example, human nature, the role of custom and tradition, the need for gradual change, the inevitability of social inequality, the importance of authority, individual rights and the organic society);</li> <li>• demonstrate knowledge and understanding of the central themes of ‘Reflections’, (for example, the pessimistic view of human nature, the value of custom and tradition, the need for gradual change, the inevitability of social inequality, the importance of political authority);</li> </ul>	<p>Group activity to introduce the topic sketching what students think of as conservative beliefs. Draw on knowledge of current political system in order to make links with prior learning. Teacher to draw attention to the relevant points and students to make a note of these. Students to be divided into work groups and provided with reading material which allows them to identify if they were correct in their initial sketching of conservative beliefs. Students to also consider why conservatives hold the views they do. Each group should research a specific belief</p>	<p>Canavan, F, (1960) <i>The Political Reason of Edmund Burke</i>, Duke University Press</p> <p>Eccleshall, R, (1990) <i>English Conservatism since the Restoration; An Introduction and Anthology</i>, Routledge</p> <p>O’Sullivan, N, ‘Conservatism’, in <i>The Cambridge History of 20th Century Political Thought</i>, Ball, T and Bellamy, R, (2003) Cambridge University Press</p> <p>‘Richard Bourke on Edmund Burke’s On Politics’ on Philosophy Bites Podcast: <a href="http://philosophybites.com/2008/01/richard-bourke.html">http://philosophybites.com/2008/01/richard-bourke.html</a></p>

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
<p><b>Section 2 (cont.)</b></p> <p><b>Conservatism and Reflections on the Revolution in France</b> (3 ½ weeks)</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>analyse the main criticisms of the arguments advanced in Reflections on the Revolution in France and of the major principles of conservatism;</li> <li>evaluate how the principal ideas of conservatism differ from those of liberalism as advanced in On Liberty, or; and</li> <li>evaluate how the principal ideas of conservatism differ from those of socialism as advanced in the Communist Manifesto.</li> </ul>	<p>Lead a class discussion on how best to make notes for the textual analysis and draw up a class plan on how this will be done prior to starting the reading of texts. This may include structuring notes according to belief, or chronologically and including a section on the context in which the text was written</p> <p>Listen to the key podcasts with the students and use them as an opportunity to make sure they are fully aware of the key tenets of conservatism prior to starting the textual analysis</p>	<p>‘Jesse Norman, MP on Edmund Burke’, from Guardian Podcasts: <a href="http://www.theguardian.com/politics/audio/2013/jul/18/politics-weekly-podcast-edmund-burke">www.theguardian.com/politics/audio/2013/jul/18/politics-weekly-podcast-edmund-burke</a></p> <p>‘Edmund Burke’, Melvyn Bragg In Our Time Radio 4 Podcast: <a href="http://www.bbc.co.uk/programmes/b00sjqy">www.bbc.co.uk/programmes/b00sjqy</a> <a href="#">n</a></p>

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
<p><b>Section 3</b></p> <p><b>Socialism and The Communist Manifesto</b> (3 ½ weeks) (21 hours)</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• build on their understanding of socialist ideology developed through their study of AS2;</li> <li>• demonstrate a knowledge and understanding of the major principles of socialism (the view of human nature, the nature of capitalism, individual liberty, equality, the role of the state and fraternity or community);</li> <li>• demonstrate a knowledge and understanding of the major themes of the Communist manifesto (for example, the nature of capitalism, social divisions and conflict, the exploitation of the working class, the demise of capitalism, the concept of false consciousness, the nature of capitalism);</li> </ul>	<p>Give students the reading material on Marxism and arrange them into pairs. Each pair will work on writing a review of key aspects of Marxism as if they were writing a blog on the subject. Help students with the planning of this project including reasonable time scales etc.</p> <p>Once each pair has completed their work the teacher should collate all of the sections so that everyone in the class has a good set of notes on all the key aspects. These should be used to inform a class discussion on Marxism prior to making use of the podcasts</p>	<p>Avineri, S,(2012) <i>The Social and Political Thought of Karl Marx</i>, Cambridge University Press</p> <p>Marcuse, H, (1972) <i>‘The Foundations of Historical Materialism’ in his Studies</i>, Beacon Press, Boston</p> <p>McLellan, D, (1995) <i>The Thought of Karl Marx</i>, Papermac; New ed of 2 Revised ed edition</p> <p>Miliband, R, (2006) <i>Marxism and Politics</i>, Aakar Books</p> <p>The Contradictions of Capitalism, David Harvey, Video Universidad Academia de Humanismo Cristiano 2014:</p> <p><a href="http://davidharvey.org/2015/11/video-david-harvey-talk-on-the-contradictions-of-capitalism-in-chile/">http://davidharvey.org/2015/11/video-david-harvey-talk-on-the-contradictions-of-capitalism-in-chile/</a></p>



# **Unit A2 2: Political Power**



**Specification:** GCE Government and Politics

**Unit A2 2:** Political Power

**Introduction:** This option focuses on the factors involved in the creation and maintenance of power and authority. It also considers why some states are stable while others have a history of instability which, in some cases, leads to state collapse. The major theories that seek to explain the nature and distribution of political power – pluralism, Marxism, elite theory and feminism – are also central to this unit. For their supporting evidence, students should include material from other A2 and AS units as well as other relevant material.

**Guided Learning Time:** 72 hours/12 weeks.

**Assessment:** There are five questions ranging from a short definition question to questions requiring extended writing. In Section A, candidates must answer all three questions, referring to the source material in two of their responses. In Section B, candidates must answer two questions, one of which is an extended writing question. Candidates choose either (a) or (b).

**Background reading:**

CCEA Ebook on A22 Political Power (forthcoming)

Haralambos, M and Holborn, M, Sociology. Collins 6th Edition. (A Sociology text but with an excellent chapter on *Power, Politics and the State*)

Hoffman, J (February, 2005) *Power and Authority*, Politics Review, Hodder Education

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
<p><b>Section A:</b></p> <p><b>Factors involved in the Exercise of Power – Overview</b> (6 weeks)</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• build on their understanding of power, authority and democracy developed through the study of the AS units;</li> <li>• demonstrate knowledge and understanding of power – coercion, legitimacy, dictatorship, authoritarianism, oligarchy, democracy, and human and civil rights; and</li> <li>• demonstrate their knowledge and understanding across the question range.</li> </ul>	<p>Across all elements of this section of the unit, a variety of teaching and learning activities should be used to develop students knowledge, understanding, ability to analyse and evaluate, and communication skills.</p> <p>These may include:</p> <ul style="list-style-type: none"> <li>– teacher-led presentations on key topics</li> <li>– class discussions and debates</li> <li>– class/group-based directed research, writing up and reporting</li> <li>– directed individual essay research, planning, writing up, assessment and feedback</li> </ul> <p>It is recommended that students undertake case studies of how power is exercised in one or more political system</p> <p>Students should also be exposed to the skills required to demonstrate their knowledge and understanding across the question range</p>	<p>CCEA Ebook on A22 Political Power (forthcoming)</p> <p>Haralambos, M and Holborn, M Sociology. Collins 6th Edition. A Sociology text but with an excellent chapter on Power, Politics and the State</p> <p>Hoffman, J (February, 2005) Politics Review, <i>Power and Authority</i>, Hodder Education</p>

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
<p><b>Factors involved in the Exercise of Power – Overview (cont.)</b></p> <p><b>Authority</b> (½ week)</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>display knowledge and understanding of the nature and context of authority in its various forms - Traditional, Charismatic and Legal Rational. They should be able to illustrate this with appropriate examples; and</li> <li>display knowledge and understanding of how the nature of authority differs from society to society and the underlying factors behind this.</li> </ul>	<p>A range of assessment opportunities may be used with students progressing towards answering questions based on the format of the examination. Examination skills and awareness of the particular needs of the examination structure should be progressively built into the teaching and learning strategies. Teachers should consult CCEA Legacy A22 Option A past papers and adapt to reflect the changes in mark allocation</p> <p>Teacher facilitated presentation, discussion and learning on the nature of authority. Weber can be used as an entrance point to this</p> <p>Students could examine two different speeches from Dáil Éireann - Taoiseach John A Costello in the wake of the Mother and Child Scheme and Taoiseach Enda Kenny on Church and State after the Cloyne Report – Discussion: What do they tell us about the changing nature of authority in the Republic of Ireland? Assessment opportunity Q1 What is meant by the term ‘authority’? Support your answer with a relevant example</p>	<p>Enda Kenny speech:  <a href="http://www.rte.ie/news/2011/0720/303965-cloyne1/">www.rte.ie/news/2011/0720/303965-cloyne1/</a>                      (teacher will need to adapt this)</p>

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
<p><b>Factors involved in the Exercise of Power – Overview (cont.)</b></p> <p><b>Coercion</b> (1 week)</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>display knowledge and understanding of the various forms of coercion, particularly physical coercion, state power and the legal apparatus, economic coercion, censorship and social coercion. They should be able to illustrate these with appropriate examples;</li> <li>analyse the effectiveness of coercion. Awareness should be shown of the short-term and long-term outcomes of coercion; and</li> <li>evaluate how coercion can be successful in the short term but both inefficient and ineffective in the longer term. They should understand the potential of coercion to cause economic and human inefficiency, declining legitimacy, the counterproductive nature of state force and pariah status.</li> </ul>	<p>Teacher facilitated presentation, discussion and learning of the nature of coercion and its various types – physical force coercion, state power and the legal apparatus, economic coercion, censorship and social coercion</p> <p>Teacher may draw attention to some of the issues on coercion. Students watch a ‘Peoples’ Century’ documentary about the collapse of communism in Eastern Europe and try to map their theory to what they see. It will also contribute to the understanding of later topics</p> <p>The teacher might use the examples of Stalin's purges, Amin's policy towards Bangladeshis in Uganda, Soviet military spending and Palestinian attitudes towards Israel. Explain how each of these illustrates the limitations of coercion such as economic and human inefficiency, declining legitimacy, the counterproductive nature of state force and pariah status. Students can research similar examples as a reinforcement activity</p> <p>Assessment opportunity Q2 With reference to the item and other relevant material you have studied, identify and explain two limitations of the use of coercion</p>	<p>Peoples’ Century:<a href="http://www.youtube.com/watch?v=2AQw9t0NUD4">www.youtube.com/watch?v=2AQw9t0NUD4</a></p> <p>Guardian article on how Russia uses Economic Coercion through Gas supply <a href="http://www.theguardian.com/world/2009/jan/06/gas-russia-ukraine-europe">www.theguardian.com/world/2009/jan/06/gas-russia-ukraine-europe</a></p>

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
<p><b>Factors involved in the Exercise of Power – Overview (cont.)</b></p> <p><b>Authoritarian Government</b> (1 week)</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>display knowledge and understanding of the features of authoritarian government. These will include censorship and control of the media, the suppression of civil liberties and the curtailing of opposition;</li> <li>illustrate their learning with reference to appropriate evidence; and</li> <li>understand that both dictatorships and democracies can exhibit authoritarian traits.</li> </ul>	<p>Teacher led presentation/discussion and learning on the nature of authoritarian regimes, noting that this is a wide term ranging from those that have dictatorial traits to regimes that may have elections. The quality of some Eastern Europe democracies could be examined to emphasise this</p> <p>In general the use of coercion, links with the military, conformity and the suppression of alternate opposition may be examined</p> <p>Assessment opportunity Q1 What is meant by the terms ‘repression/censorship/ autocrat’? Support your answer with a relevant example</p>	<p>A description on Authoritarianism can be found at:<a href="http://science.jrank.org/pages/7513/Authoritarianism-Overview.html">http://science.jrank.org/pages/7513/Authoritarianism-Overview.html</a></p> <p>Excellent Guardian microsite on Putin: <a href="http://www.theguardian.com/world/2015/may/06/vladimir-putin-15-ways-he-changed-russia-world">www.theguardian.com/world/2015/may/06/vladimir-putin-15-ways-he-changed-russia-world</a></p>

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
<p><b>Factors involved in the Exercise of Power – Overview (cont.)</b></p> <p><b>Legitimacy</b> (1½ weeks)</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate knowledge and understanding of the factors affecting legitimacy. These should include political factors such as constitutions, regular and fair elections, rights, a fair legal system, pressure groups, a range of political parties and a free press. They should illustrate these with appropriate examples;</li> <li>• demonstrate knowledge and understanding of the social factors that can enhance legitimacy such as economic prosperity, religion, external threat, patriotism and homogeneity;</li> <li>• evaluate how the levels of legitimacy differ from state to state and may change over time; and</li> <li>• analyse the nature of legitimacy in non-democracies.</li> </ul>	<p>Teacher facilitated presentation, discussion and learning of the nature of legitimacy. Democratic features such as constitutions, regular and fair elections, rights, a fair legal system, pressure groups, a range of political parties and a free press may be considered. Issues such as human and civil rights should be addressed with the emphasis on how they fit into the theory</p> <p>Social features such as economic prosperity, religion, external threat, patriotism, homogeneity and charismatic leadership should then be considered</p> <p>This will facilitate a discussion on whether non-democracies can be considered legitimate</p> <p>Changing Legitimacy – Examine NI in 1968. How many features of legitimacy did the system possess? How does this differ from the present system?</p> <p>Assessment opportunity Q3 Explain why many people share the view that democracy is the only legitimate form of government</p>	<p>An excellent BBC magazine piece challenge our perceptions of legitimacy:  <a href="http://www.bbc.co.uk/news/magazine-20178655">www.bbc.co.uk/news/magazine-20178655</a></p>

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
<p><b>Factors involved in the Exercise of Power – Overview (cont.)</b></p> <p><b>State survival and state collapse (1 week)</b></p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>demonstrate knowledge and understanding of the factors that can introduce instability to a system such as war and violence, economic crisis, ethnic division, geopolitical shifts and the role that these can play in state collapse. They should illustrate these with appropriate examples; and</li> <li>differentiate between those states that survive and those that collapse and analyse why this should occur.</li> </ul>	<p>Q&amp;A with students about what they think when they hear the name Syria</p> <p>Introduce the nature of instability by getting groups to research and report back on the Arab Spring, The Wall Street Crash and the collapse of the former Yugoslav Republic</p> <p>Teacher facilitated presentation, discussion and learning of the various factors that can lead to instability – war and violence, economic crisis, ethnic division and geopolitical shifts</p> <p>Key Issue – Why do some states survive and others collapse? What is the secret ingredient?</p> <p>Teacher should use an appropriate case study of a state that has survived crisis. What is the difference between that state and one that does not survive? Teacher should lead the learning towards political and social factors of legitimacy</p> <p>Assessment opportunity Q3 Evaluate the view that poorer states are more prone to collapse than affluent states</p>	<p>BBC Investigative site on the Arab Spring:  <a href="http://www.bbc.co.uk/news/world-middle-east-12813859">www.bbc.co.uk/news/world-middle-east-12813859</a></p> <p>Dr Mark Almond on the nature of Revolution and state collapse:  <a href="http://www.bbc.co.uk/news/world-middle-east-12431231">www.bbc.co.uk/news/world-middle-east-12431231</a></p>

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
<p><b>Factors involved in the Exercise of Power – Overview (cont.)</b></p> <p><b>Linking the factors involved in the exercise of political power</b> (1 week)</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>understand and express the linkages between levels of authority, coercion, legitimacy and state survival/collapse; and</li> <li>demonstrate knowledge and understanding of how these factors affect one another. This should be illustrated with reference to appropriate examples.</li> </ul>	<p>Teacher facilitated presentation, discussion and learning of how authority, coercion, legitimacy and state survival/collapse are linked</p> <p>One technique is to look at the relative scale of legitimacy/authority/coercion/stability in Germany and Syria</p> <p>A similar exercise can be attempted by examining Zimbabwe, before and after authoritarianism</p> <p>The earlier exercise on political change in NI may be expanded upon</p>	<p>Guardian article on Zimbabwe’s slide from democracy to instability and authoritarianism: <a href="http://www.theguardian.com/world/2010/apr/16/zimbabwe-independence-anniversary-robert-mugabe">www.theguardian.com/world/2010/apr/16/zimbabwe-independence-anniversary-robert-mugabe</a></p>

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
<p><b>Section B: Theories of political Power</b> (6 weeks)</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>demonstrate knowledge and understanding of a range of theories of political power – pluralism, elite theory, Marxism and feminism; and</li> <li>deploy relevant evidence from a range of political systems in approaching the study of these theories.</li> </ul>	<p>Across all elements of this section of the unit a variety of teaching and learning activities should be used to develop students knowledge, understanding, ability to analyse and evaluate and communication skills. These include:</p> <ul style="list-style-type: none"> <li>– teacher-led presentations on key topics</li> <li>– class discussions and debates</li> <li>– class/group-based directed</li> <li>– research, writing up and reporting</li> <li>– directed individual essay research, planning and writing up, assessment and feedback</li> </ul> <p>It may help to provide examples demonstrating how each theory explains how political outcomes and policy decisions are arrived at</p> <p>Assessment opportunities for Q4 should concentrate on explanation such as ‘What is meant by the term ruling class?’</p> <p>Assessment opportunities for Q5 should concentrate on a critical evaluation such as ‘Evaluate the view that rule by the few is an inevitable feature of all political systems’</p>	<p>CCEA Ebook on A22 Political Power (forthcoming)</p> <p>Hague, R and Harrop, M (2001) <i>Comparative Government and Politics</i>, New York, (Ch 1–3)</p> <p>Heywood, A, Politics, (2013) <i>Macmillan Palgrave 2nd Edition</i>, (Ch 1,2 and 4). Ch 9 deals with new theories including feminism</p> <p>Sociology of Power and Politics Website: <a href="http://www.sociology.org.uk/papt1.pdf">www.sociology.org.uk/papt1.pdf</a></p> <p><a href="http://www.educationforum.co.uk/sociology_2/politics.htm">www.educationforum.co.uk/sociology_2/politics.htm</a></p>

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
<p><b>Theories of political Power (cont.)</b></p> <p>Pluralism (1½ weeks)</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate knowledge and understanding of pluralism;</li> <li>• demonstrate knowledge and understanding of how pluralism addresses the issues of the origin, nature and distribution of power, with reference to the concepts of diffusion of power;</li> <li>• demonstrate knowledge and understanding of the role that democratic features may play in facilitating pluralism and their impact on political outcomes;</li> <li>• show awareness of the variations within the theory such as elite pluralism and social democracy;</li> </ul>	<p>Teacher facilitated presentation, discussion and learning of the nature of pluralism and its various elements. Related understanding of the concepts of the state and society should also be encouraged</p> <p>Teacher directed research on associated theorists (Locke, Jefferson, Rousseau, Dahl, Hewitt, Grant &amp; Marsh)</p> <p>Teacher facilitated presentation, discussion and learning on the variations within pluralism – this might include elite pluralism and social democracy</p> <p>Case Study – the Social Partnership agreements in the Republic of Ireland. Student to research a number of pressure groups. How influential are they in each case?</p>	<p>Quality material on pluralism includes: <a href="http://www.s-cool.co.uk/a-level/sociology/political-power/revise-it/the-distribution-of-power">www.s-cool.co.uk/a-level/sociology/political-power/revise-it/the-distribution-of-power</a></p> <p><a href="http://www.udel.edu/htr/American/Texts/pluralism.html">www.udel.edu/htr/American/Texts/pluralism.html</a></p> <p>Irish times description of Social Partnership agreement: <a href="http://www.irishtimes.com/news/20-years-of-social-partnership-agreements-1987-2007-1.926032">www.irishtimes.com/news/20-years-of-social-partnership-agreements-1987-2007-1.926032</a></p>

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
<p><b>Theories of political Power (cont.)</b></p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• show awareness and understanding of key writers such as Locke, Jefferson, Rousseau, Dahl, Hewitt, Grant &amp; Marsh;</li> <li>• demonstrate knowledge and understanding of the counter arguments to pluralism and illustrate this using appropriate evidence;</li> <li>• assess the relevance of the pluralist theory of power in relation to a range of political systems; and</li> <li>• evaluate the pluralist theory of power employing relevant evidence and arguments.</li> </ul>	<p>Teacher facilitated presentation, discussion and learning on the criticisms of pluralism</p> <p>Assessment opportunities Q4 ‘What is meant by the term Pluralism?’</p>	

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
<p><b>Theories of political Power (cont.)</b></p> <p><b>Elite theory (1½ weeks)</b></p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate knowledge and understanding of elite theory;</li> <li>• demonstrate knowledge and understanding of how elite theory addresses the issues of the origin, nature and distribution of power, with reference to elite rule, the inevitability of elite power, the circulation of elites;</li> <li>• show awareness of the various expressions of elitism such as social/educational/religious/dynastic /power and organisational elites; and their impact on political outcomes;</li> <li>• show awareness and understanding of key writers such as Mosca, Pareto, Mills, Michels and Jones;</li> </ul>	<p>Teacher facilitated presentation, discussion and learning of the nature of elite rule and its variations such as social/educational/religious/dynastic/power and organisational elites</p> <p>Related understanding of the concepts of the state and society should also be encouraged</p> <p>Teacher directed research on associated theorists (Mosca, Pareto, Mills, Michels, and Jones)</p> <p>Pupils conduct structured research into the modern work of Owen Jones</p> <p>Teacher facilitated presentation, discussion and learning on the criticisms of elite rule theory</p>	<p>Guardian article on the Eton Network: <a href="http://www.theguardian.com/education/2012/nov/13/eton-old-boys-network-flourishes">www.theguardian.com/education/2012/nov/13/eton-old-boys-network-flourishes</a></p> <p>Article on political dynasties : <a href="http://www.culturebriefings.com/articles/pol-dynty.html">www.culturebriefings.com/articles/pol-dynty.html</a></p> <p>Jones, O (2015) <i>The Establishment and how they get away with it</i>, Penguin</p> <p>Clips from Andrew Neill's excellent <i>Posh and Posher</i>: <a href="http://www.bbc.co.uk/programmes/b00y37gk">www.bbc.co.uk/programmes/b00y37gk</a></p>

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
<p><b>Theories of political Power (cont.)</b></p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate knowledge and understanding of the counter arguments to elite theory and illustrate this using appropriate evidence;</li> <li>• assess the relevance of the elite theory of power in relation to a range of political systems; and</li> <li>• evaluate the elite theory of power employing relevant evidence and arguments.</li> </ul>	<p>Assessment opportunity for Q5 ‘Evaluate the view that rule by the few is an inevitable feature of all political systems’</p>	

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
<p><b>Theories of political Power (cont.)</b></p> <p><b>Marxism</b> (1½ weeks)</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate knowledge and understanding of Marxism;</li> <li>• demonstrate knowledge and understanding of how Marxism addresses the issues of the origin, nature and distribution of power, with reference to the concepts of diffusion of power and its critique of capitalism;</li> <li>• show awareness and understanding of key writers such as Miliband, Poulantzas, Klein, Gramsci and Chomsky and of the variations that exist within Marxist thought;</li> <li>• show awareness and understanding of the concepts of a ruling class and hegemony;</li> <li>• use evidence to demonstrate how capitalism affects political outcomes with reference to international finance, multinationals and business interests;</li> </ul>	<p>Teacher facilitated presentation, discussion and learning of the nature of Marxism and its variations</p> <p>Students watch an interview with Naomi Klein and discuss the nature of modern capitalism</p> <p>Teacher led discussion on the role of international finance and its ability to secure outcomes – useful examples may be the IMF and Chad, The Troika and the Republic of Ireland or The Bond Markets and the resignation of Silvio Berlusconi. What can these examples tell us about the nature of democratic sovereignty? Are governments increasingly powerless?</p> <p>Related understanding of the concepts of the state and society should also be encouraged</p> <p>Teacher directed research on associated theorists (Miliband, Poulantzas, Klein, Gramsci and Chomsky)</p>	<p>Global Exchange on the IMF: <a href="http://www.globalexchange.org/resources/wbimf/oppose">www.globalexchange.org/resources/wbimf/oppose</a></p> <p>Easy to understand introduction to Globalisation: <a href="http://www.bbc.co.uk/schools/gcsebitesize/geography/globalisation/globalisation_rev1.shtml">www.bbc.co.uk/schools/gcsebitesize/geography/globalisation/globalisation_rev1.shtml</a></p> <p>Excellent Naomi Klein narrated documentary on global consumerism: <a href="http://www.youtube.com/watch?v=22In38nHgQ">www.youtube.com/watch?v=22In38nHgQ</a></p>

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
<p><b>Theories of political Power (cont.)</b></p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate knowledge and understanding of the counter arguments to Marxism and illustrate this using appropriate evidence;</li> <li>• assess the relevance of the Marxist theory of power in relation to a range of political systems; and</li> <li>• evaluate the Marxist theory of power employing relevant evidence and arguments.</li> </ul>	<p>Teacher facilitated presentation, discussion and learning on the criticisms of Marxism</p> <p>Assessment opportunities Q4: ‘What is meant by the term ruling class?’</p>	

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
<p><b>Theories of political Power (cont.)</b></p> <p><b>Feminism</b> (1½ weeks)</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate knowledge and understanding of feminism;</li> <li>• demonstrate knowledge and understanding of how feminism addresses the issues of the origin, nature and distribution of power, with reference to the concepts of diffusion of power;</li> <li>• show awareness and understanding of key writers such as De Beauvoir, Wollstonecraft, Mill, Wolf and Walker and of the variations that exist within feminist thought;</li> <li>• demonstrate knowledge and understanding of key terms such as patriarchy, first wave, second wave and third wave feminism;</li> </ul>	<p>Teacher facilitated presentation, discussion and learning of the nature of feminism and its variations such as 2<sup>nd</sup> and 3<sup>rd</sup> phases and Marxist feminism</p> <p>Related understanding of the concepts of the state and society should also be encouraged especially how laws and economics affect patriarchy</p> <p>Students may carry out research into the lack of women in positions of power</p> <p>Teacher directed research on associated theorists (De Beauvoir, Wollstonecraft, Mill, Wolf and Walker)</p> <p>Teacher facilitated presentation, discussion and learning on the criticisms of feminism</p>	<p>Hague, R and Harrop, M (2001) <i>Comparative Government and Politics</i>, Palgrave Macmillan (Ch 9) deals with new theories including feminism</p> <p>Guardian resources on feminism: <a href="http://www.theguardian.com/teacher-network/teacher-blog/2013/aug/18/feminism-gender-inequality-education-news-teaching-resources">www.theguardian.com/teacher-network/teacher-blog/2013/aug/18/feminism-gender-inequality-education-news-teaching-resources</a></p>

Specification Content	Learning Outcomes	Teaching and Learning Activities	Resources
<p><b>Theories of political Power (cont.)</b></p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate knowledge and understanding of the counter arguments to feminism and illustrate this using appropriate evidence;</li> <li>• assess the relevance of the feminist theory of power in relation to a range of political systems; and</li> <li>• evaluate the feminist theory of power employing relevant evidence and arguments.</li> </ul>		