

## Paper 1 - UK Politics

		R	A	G	Planned Questions	Final Check
1.1 Current systems of representative democracy and direct democracy.	<ul style="list-style-type: none"> <li>The features of direct democracy and representative democracy.</li> <li>The similarities and differences between direct democracy and representative democracy.</li> </ul> <p>Advantages and disadvantages of direct democracy and representative democracy and consideration of the case for reform.</p>					
1.2 A wider franchise and debates over suffrage.	<ul style="list-style-type: none"> <li>Key milestones in the widening of the franchise in relation to class, gender, ethnicity and age, including the 1832 Great Reform Act and the 1918, 1928 and 1969 Representation of the People Acts.</li> <li>The work of the suffragists/suffragettes to extend the franchise. The work of a current movement to extend the franchise.</li> </ul>					
1.3 Pressure groups and other influences.	<p>How different pressure groups exert influence and how their methods and influence vary in contemporary politics.</p> <ul style="list-style-type: none"> <li>Case studies of two different pressure groups, highlighting examples of how their methods and influence vary.</li> <li>Other collective organisations and groups including think tanks, lobbyists and corporations, and their influence on government and Parliament.</li> </ul>					
1.4 Rights in context.	<ul style="list-style-type: none"> <li>Major milestones in their development, including the significance of Magna Carta and more recent developments, including the Human Rights Act 1998 and Equality Act 2010.</li> <li>Debates on the extent, limits and tensions within the UK's rights-based culture, including consideration of how individual and collective right may conflict, the contributions from civil liberties pressure groups – including the work of two contemporary civil liberties pressure groups</li> </ul>					
2. Political Parties		R	A	G	Planned Questions	Final Check
2.1 Political parties.	<ul style="list-style-type: none"> <li>The functions and features of political parties in the UK's representative democracy.</li> <li>How parties are currently funded and debates on the consequences of the current funding system.</li> </ul>					
2.2 Established political parties.	The origins and historical development of the Conservative Party, the Labour Party and Liberal Democrat Party, and how this has shaped their ideas and current policies on the economy, law and order, welfare and foreign affairs.					
2.3 Emerging and minor UK political parties.	<ul style="list-style-type: none"> <li>The importance of other parties in the UK.</li> <li>The ideas and policies of two other minor parties.</li> </ul>					
2.4 UK political parties in context.	<ul style="list-style-type: none"> <li>The development of a multi-party system and its implications for government.</li> <li>Various factors that affect party success – explanations of why political parties have succeeded or failed, including debates on the influence of the media.</li> </ul>					
3. Electoral Systems		R	A	G	Planned Questions	Final Check
3.1 Different electoral systems.	<ul style="list-style-type: none"> <li>First-past-the-post (FPTP), Additional Member System (AMS), Single Transferable Vote (STV), and Supplementary Vote (SV).</li> <li>The advantages and disadvantages of these different systems.</li> <li>Comparison of first-past-the-post (FPTP) to a different electoral system in a devolved parliament/assembly.</li> </ul>					
3.2 Referendums and how they are used.	<ul style="list-style-type: none"> <li>How referendums have been used in the UK and their impact on UK political life since 1997.</li> <li>The case for and against referendums in a representative democracy.</li> </ul>					
3.3 Electoral system analysis.	<ul style="list-style-type: none"> <li>Debates on why different electoral systems are used in the UK.</li> <li>The impact of the electoral system on the government or type of government appointed.</li> <li>The impact of different systems on party representation and of electoral systems on voter choice.</li> </ul>					
4. Voting Behavior and the Media		R	A	G	Planned Questions	Final Check
4.1 Case studies of three key general elections.	<ul style="list-style-type: none"> <li>Case studies of three elections (one from the period 1945– 92, the 1997 election, and one since 1997), the results and their impact on parties and government.</li> <li>The factors that explain the outcomes of these elections, including: <ul style="list-style-type: none"> <li>the reasons for and impact of party policies and manifestos, techniques used in their election campaigns, and the wider political context of the elections</li> <li>class-based voting and other factors influencing voting patterns, such as partisanship and voting attachment o gender, age, ethnicity and region as factors in influencing voting behaviour, turnout and trends.</li> </ul> </li> <li>Analysis of the national voting-behaviour patterns for these elections, revealed by national data sources and how and why they vary</li> </ul>					
4.2 The influence of the media.	<ul style="list-style-type: none"> <li>The Assessment of the role and impact of the media on politics – both during and between key general elections, including the importance and relevance of opinion polls, media bias and persuasion.</li> </ul>					

## 1. Ideologies

	Conservatism	R	A	G	Planned Questions	Final Check
Core ideas and principles of conservatism and how they relate to human nature, the state, society and the economy:	<ul style="list-style-type: none"> <li>pragmatism – flexible approach to society with decisions made on the basis of what works – to cover links between pragmatism and traditional conservative and one-nation philosophy</li> <li>tradition – accumulated wisdom of past societies and a connection between the generations – to cover how this creates stability, links with organic change, and enhances humans' security</li> <li>human imperfection – humans are flawed which makes them incapable of making good decisions for themselves – to cover the three aspects of psychological, moral and intellectual imperfection</li> <li>organic society/state – society/state is more important than any individual parts – to cover how this links to the underpinning of the beliefs of authority and hierarchy, and a cohesive society</li> <li>paternalism – benign power exerted from above by the state, that governs in the interests of the people – to cover the different interpretations by traditional (an authoritarian approach, the state knows what is best so the people must do what they are told) and one-nation conservatives (there is an obligation on the wealthy to look after those who are unable to look after themselves) and why it is rejected by New Right Conservatives</li> <li>libertarianism (specifically neo-liberalism) – upholds liberty, seeking to maximise autonomy and free choice, mainly in the economy – to cover the moral and economic values associated with this idea.</li> </ul>					
The differing views and tensions within conservatism:	<ul style="list-style-type: none"> <li>traditional conservative – commitment to hierarchical and paternalistic values</li> <li>one-nation conservative – updating of traditional conservatism in response to the emergence of capitalism</li> <li>New Right – the marriage of neo-liberal and neoconservative ideas and include: <ul style="list-style-type: none"> <li>neo-liberal: principally concerned with free-market economics and atomistic individualism</li> <li>neo-conservative: principally concerned with the fear of social fragmentation, tough on law and order and public morality.</li> </ul> </li> </ul>					
The key ideas of the following thinkers to exemplify the content from areas 1 and 2:	<p><b>Thomas Hobbes (1588–1679)</b></p> <ul style="list-style-type: none"> <li>Order – an ordered society should balance the human need to lead a free life.</li> <li>Human nature – humans are needy, vulnerable and easily led astray in attempts to understand the world around them.</li> </ul> <p><b>Edmund Burke (1729–1797)</b></p> <ul style="list-style-type: none"> <li>Change – political change should be undertaken with great caution and organically.</li> <li>Tradition and empiricism – practices passed down for generations should be respected.</li> </ul> <p><b>Michael Oakeshott (1901–1990)</b></p> <ul style="list-style-type: none"> <li>Human imperfection – suggestion that society is unpredictable and humans are imperfect.</li> <li>Pragmatism – belief that conservatism is about being pragmatic.</li> </ul> <p><b>Ayn Rand (1905–1982)</b></p> <ul style="list-style-type: none"> <li>Objectivism – this advocates the virtues of rational self-interest.</li> <li>Freedom – this supports a pure, laissez-faire capitalist economy.</li> </ul> <p><b>Robert Nozick (1938–2002)</b></p> <ul style="list-style-type: none"> <li>Libertarianism – based on Kant's idea that individuals in society cannot be treated as a thing, or used against their will as a resource.</li> <li>Self-ownership – individuals own their bodies, talents, abilities and labour.</li> </ul>					
Core ideas and principles of liberalism and how they relate to human nature, the state, society and the economy:	<p><b>Liberalism</b></p> <ul style="list-style-type: none"> <li>individualism – the primacy of the individual in society over any group – to cover egoistical individualism and developmental individualism</li> <li>freedom/liberty – the ability and right to make decisions in your own interests based on your view of human nature – to cover how liberals guarantee individual freedom, the link between freedom and individualism, that freedom is 'under the law'</li> <li>state – it is 'necessary' to avoid disorder, but 'evil' as it has potential to remove individual liberty, thus should be limited; this is linked to the liberal view of the economy</li> <li>rationalism – the belief that humans are rational creatures, capable of reason and logic – to cover how rationalism underpins an individual's ability to define their own best interests and make their own moral choices, creating a progressive society</li> <li>equality/social justice – the belief that individuals are of equal value and that they should be treated impartially and fairly by society – to cover foundational and formal equality, and equality of opportunity</li> <li>liberal democracy – a democracy that balances the will of the people, as shown through elections, with limited government (state) and a respect for civil liberties in society – to cover why liberals support it as well as why they are concerned about it.</li> </ul>					
The differing views and tensions within liberalism:	<ul style="list-style-type: none"> <li>classical liberalism – early liberals who believed that individual freedom would best be achieved with the state playing a minimal role</li> <li>modern liberalism – emerged as a reaction against free-market capitalism, believing this had led to many individuals not being free. Freedom could no longer simply be defined as 'being left alone'</li> </ul>					
The key ideas of the following thinkers to exemplify the content from areas 1 and 2:	<p><b>John Locke (1632–1704)</b></p> <ul style="list-style-type: none"> <li>Social contract theory – society, state and government are based on a theoretical voluntary agreement.</li> <li>Limited government – that government should be limited and based on consent from below.</li> </ul> <p><b>Mary Wollstonecraft (1759–97)</b></p> <ul style="list-style-type: none"> <li>Reason – women are rational and independent beings capable of reason.</li> <li>Formal equality – in order to be free, women should enjoy full civil liberties and be allowed to have a career.</li> </ul> <p><b>John Stuart Mill (1806–73)</b></p> <ul style="list-style-type: none"> <li>Harm principle – that individuals should be free to do anything except harm other individuals.</li> <li>Tolerance – belief that the popularity of a view does not necessarily make it correct.</li> </ul> <p><b>John Rawls (1921–2002)</b></p> <ul style="list-style-type: none"> <li>Theory of justice – opinion that society must be just and guarantee each citizen a life worth living.</li> <li>The veil of ignorance – a hypothetical scenario where individuals agree on the type of society they want from a position where they lack knowledge of their own position in society.</li> </ul> <p><b>Betty Friedan (1921–2006)</b></p> <ul style="list-style-type: none"> <li>Legal equality – women are as capable as men and that oppressive laws and social views must be overturned.</li> <li>Equal opportunity – women are being held back from their potential because of the limited number of jobs that are 'acceptable' for women.</li> </ul>					

	<b>Socialism</b>	<b>R</b>	<b>A</b>	<b>G</b>	<b>Planned Questions</b>	<b>Final Check</b>
Core ideas and principles of socialism and how they relate to human nature, the state, society and the economy:	<ul style="list-style-type: none"> <li>• collectivism – to cover how collective human effort is both of greater practical value to the economy and moral value to society than the effort of individuals</li> </ul>					
	<ul style="list-style-type: none"> <li>• common humanity – to cover the nature of humans as social creatures with a tendency to co-operation, sociability and rationality, and how the individual cannot be understood without reference to society, as human behaviour is socially determined</li> </ul>					
	<ul style="list-style-type: none"> <li>• equality – is a fundamental value of socialism – to cover the disagreements among socialists about the nature of equality and how it is critical to the state, society, the economy and human nature</li> </ul>					
	<ul style="list-style-type: none"> <li>• social class – a group of people in society who have the same socioeconomic status – to cover the extent to which class impacts on socialists' views of society, the state and the economy</li> </ul>					
	<ul style="list-style-type: none"> <li>• workers' control – to cover the importance and the extent of control over the economy and/or state and how it is to be achieved.</li> </ul>					
The differing views and tensions within socialism:	<ul style="list-style-type: none"> <li>• revolutionary socialism – socialism can be brought about only by the overthrow of the existing political and societal structures</li> </ul>					
	<ul style="list-style-type: none"> <li>• social democracy – an ideological view that wishes to humanise capitalism in the interests of social justice</li> </ul>					
	<ul style="list-style-type: none"> <li>• Third Way – a middle-ground alternative route to socialism and free-market capitalism.</li> </ul>					
The key ideas of the following thinkers to exemplify the content from areas 1 and 2:	<b>Karl Marx (1818–83) and Friedrich Engels (1820–95)</b>					
	<ul style="list-style-type: none"> <li>• The centrality of social class – the ideas of historical materialism, dialectic change and revolutionary class consciousness.</li> </ul>					
	<ul style="list-style-type: none"> <li>• Humans as social beings – how nature is socially determined and how true common humanity can be expressed only under communism.</li> </ul>					
	<b>Beatrice Webb (1858–1943)</b>					
	<ul style="list-style-type: none"> <li>• 'The inevitability of gradualness' – the gradualist parliamentary strategy for achieving evolutionary socialism.</li> </ul>					
	<ul style="list-style-type: none"> <li>• The expansion of the state – that this, and not the overthrow of the state, is critical in delivering socialism.</li> </ul>					
<b>Rosa Luxemburg (1871–1919)</b>						
	<ul style="list-style-type: none"> <li>• Evolutionary socialism and revisionism – this is not possible as capitalism is based on an economic relationship of exploitation.</li> </ul>					
	<ul style="list-style-type: none"> <li>• Struggle by the proletariat for reform and democracy – this creates the class consciousness necessary for the overthrow of the capitalist society and state.</li> </ul>					
<b>Anthony Crosland (1918–77)</b>						
	<ul style="list-style-type: none"> <li>• The inherent contradictions in capitalism – does not drive social change and managed capitalism can deliver social justice and equality.</li> </ul>					
	<ul style="list-style-type: none"> <li>• State-managed capitalism – includes the mixed economy, full employment and universal social benefits.</li> </ul>					
<b>Anthony Giddens (1938–)</b>						
	<ul style="list-style-type: none"> <li>• The rejection of state intervention – acceptance of the free market in the economy, emphasis on equality of opportunity over equality, responsibility and community over class conflict.</li> </ul>					
	<ul style="list-style-type: none"> <li>• The role of the state – is social investment in infrastructure and education not economic and social engineering.</li> </ul>					

## Paper 2 - UK Government

1. The Constitution		R	A	G	Planned Questions	Final Check
1.1 The nature and sources of the UK Constitution, including:	<ul style="list-style-type: none"> <li>an overview of the development of the Constitution through key historical documents: o Magna Carta (1215); Bill of Rights (1689); Act of Settlement (1701); Acts of Union (1707); Parliament Acts (1911 and 1949); European Communities Act (1972)</li> <li>the nature of the UK Constitution: unentrenched, uncodified and unitary, and the 'twin pillars' of parliamentary sovereignty and the rule of law</li> <li>the five main sources of the UK Constitution: statute law; common law; conventions; authoritative works, and treaties (including European Union law).</li> </ul>					
1.2 How the constitution has changed since 1997.	<ul style="list-style-type: none"> <li>Under Labour 1997–2010: House of Lords reforms, electoral reform; devolution; Human Rights Act 1998; and the Supreme Court.</li> <li>Under the Coalition 2010–15: Fixed Term Parliaments, Act 2011; further devolution to Wales.</li> <li>Any major reforms undertaken by governments since 2015, including further devolution to Scotland (in the context of the Scottish Referendum).</li> </ul>					
1.3 The role and powers of devolved bodies in the UK, and the impact of:	<ul style="list-style-type: none"> <li>Devolution in England.</li> <li>Scottish Parliament and Government.</li> <li>Welsh Assembly and Government.</li> </ul>					
1.4 Debates on further reform.	<ul style="list-style-type: none"> <li>An overview of the extent to which the individual reforms since 1997 listed in section 1.2 above should be taken further.</li> <li>The extent to which devolution should be extended in England.</li> <li>Whether the UK constitution should be changed to be entrenched and codified, including a bill of rights.</li> </ul>					
2. Parliament		R	A	G	Planned Questions	Final Check
2.1 The structure and role of the House of Commons and House of Lords.	<ul style="list-style-type: none"> <li>The selection of members of the House of Commons and House of Lords, including the different types of Peers.</li> <li>The main functions of the House of Commons and House of Lords and the extent to which these functions are fulfilled.</li> </ul>					
2.2 The comparative powers of the House of Commons and House of Lords.	<p>The exclusive powers of the House of Commons.</p> <ul style="list-style-type: none"> <li>The main powers of the House of Lords. • Debates about the relative power of the two Houses.</li> </ul>					
2.3 The legislative process.	<p>The different stages a bill must go through to become law.</p> <ul style="list-style-type: none"> <li>The interaction between the Commons and the Lords during the legislative process, including the Salisbury Convention.</li> </ul>					
2.4 The ways in which Parliament interacts with the Executive.	<ul style="list-style-type: none"> <li>The role and significance of backbenchers in both Houses, including the importance of parliamentary privilege.</li> <li>The work of select committees.</li> <li>The role and significance of the opposition.</li> <li>The purpose and nature of ministerial question time, including Prime Minister's Questions.</li> </ul>					
3. Prime Minister and the executive		R	A	G	Planned Questions	Final Check
3.1 The structure, role, and powers of the Executive.	<p>Its structure, including Prime Minister, the Cabinet, junior ministers and government departments.</p> <ul style="list-style-type: none"> <li>Its main roles, including proposing legislation, proposing a budget, and making policy decisions within laws and budget.</li> <li>The main powers of the Executive, including Royal Prerogative powers, initiation of legislation and secondary legislative power.</li> </ul>					
3.2 The concept of ministerial responsibility.	<ul style="list-style-type: none"> <li>The concept of individual ministerial responsibility.</li> <li>The concept of collective ministerial responsibility.</li> </ul>					
3.3 The Prime Minister and the Cabinet.	<p>3.3.1 The power of the Prime Minister and the Cabinet. • The factors governing the Prime Minister's selection of ministers.</p> <ul style="list-style-type: none"> <li>The factors that affect the relationship between the Cabinet and the Prime Minister, and the ways they have changed, and the balance of power between the Prime Minister and the Cabinet.</li> </ul> <p>3.3.2 The powers of the Prime Minister and the Cabinet to dictate events and determine policy.</p> <ul style="list-style-type: none"> <li>Students must study the influence of one Prime Minister from 1945 to 1997 and one post-1997 Prime Minister. •</li> </ul> <p>Students may choose any pre-1997 and any post-1997 Prime Minister, provided that they study them in an equivalent level of detail, covering both events and policy, with examples that illustrate both control and a lack of control.</p>					
4. Relations between Branches		R	A	G	Planned Questions	Final Check
4.1 The Supreme Court and its interactions with, and influence over, the legislative and policy-making processes.	<ul style="list-style-type: none"> <li>The role and composition of the Supreme Court.</li> <li>The key operating principles of the Supreme Court, including judicial neutrality and judicial independence and their extent.</li> <li>The degree to which the Supreme Court influences both the Executive and Parliament, including the doctrine of ultra vires and judicial review.</li> </ul>					
4.2 The relationship between the Executive and Parliament.	<p>The influence and effectiveness of Parliament in holding the Executive to account.</p> <ul style="list-style-type: none"> <li>The influence and effectiveness of the Executive in attempting to exercise dominance over Parliament.</li> <li>The extent to which the balance of power between Parliament and the Executive has changed.</li> </ul>					
4.3 The aims, role and impact of the European Union (EU) on the UK government.	<ul style="list-style-type: none"> <li>The aims of the EU, including the 'four freedoms' of the single market, social policy, and political and economic union, and the extent to which these have been achieved.</li> <li>The role of the EU in policy making.</li> <li>The impact of the EU, including the main effects of at least two EU policies and their impact on the UK political system and UK policy making.</li> </ul>					
4.4 The location of sovereignty in the UK political system.	<ul style="list-style-type: none"> <li>The distinction between legal sovereignty and political sovereignty.</li> <li>The extent to which sovereignty has moved between different branches of government.</li> <li>Where sovereignty can now be said to lie in the UK.</li> </ul>					

	Feminism	R	A	G	Planned Questions	Final Check
Core ideas and principles of feminism and how they relate to human nature, the state, society and the economy:	<p>sex and gender – sex refers to biological differences between men and women, whereas gender refers to the different roles that society ascribes to men and women – to cover how feminists believe this distinction to be important in their analysis of society •</p> <ul style="list-style-type: none"> <li>the personal is political – the idea that all relationships, both in society and in private relationships, between men and women are based on power and dominance – to cover why feminists think this goes to the essence of patriarchy, and why some feminists believe this distinction is crucial and others believe it is dangerous</li> <li>equality feminism and difference feminism – equality feminists seek equality for men and women in society, whereas difference feminists argue that men and women have a fundamentally different nature from one another – to cover the core differences between these two types of feminism and how significant they are</li> <li>intersectionality – argues that black and working-class women's experiences of patriarchy in state, society and the economy are different from white, middle-class women – to cover the impact of this newer strand of feminism to wider feminist thinking.</li> </ul>					
The different types of feminism:	<ul style="list-style-type: none"> <li>liberal feminism – sees individualism as the basis of gender equality</li> <li>socialist feminism – believes that gender inequality stems from economics and that capitalism creates patriarchy</li> <li>radical feminism – believes that the biggest problem facing society is gender inequality • post-modern feminism – argues that patriarchy manifests in different ways depending on a woman's race, class etc.</li> </ul>					
The key ideas of the following thinkers to exemplify the content from areas 1 and 2:	<p><b>Charlotte Perkins Gilman (1860–1935)</b></p> <ul style="list-style-type: none"> <li>Sex and domestic economics are hand in hand – for women to survive, they have to depend on their sexuality and body in order to please their husbands.</li> <li>Societal pressure – young girls are compelled to conform in society and prepare for motherhood by playing with toys and wearing clothes that are specifically designed for and marketed to them.</li> </ul> <p><b>Simone de Beauvoir (1908–1986)</b></p> <ul style="list-style-type: none"> <li>Sex versus gender – 'one is not born, but rather becomes, a woman'.</li> <li>'Otherness' – men are perceived as the 'norm' and women deviates from this norm.</li> </ul> <p><b>Kate Millett (1934– )</b></p> <ul style="list-style-type: none"> <li>Family – undoing the traditional family was the key to true sexual revolution.</li> <li>Portrayal of women in art and literature – she showed how patriarchal culture had produced writers and literary works that were degrading to women.</li> </ul> <p><b>Sheila Rowbotham (1943– )</b></p> <ul style="list-style-type: none"> <li>Capitalism – women are forced to sell their labour to survive and use their labour to support their family under the capitalist system.</li> <li>The family – not just an instrument for disciplining and subjecting women to capitalism but a place where men took refuge from alienation under a capitalist economy.</li> </ul> <p><b>bell hooks (1952– )</b></p> <ul style="list-style-type: none"> <li>Women of colour – she brought the cultural concerns of women of colour into the mainstream feminist movement.</li> <li>Intersectionality – the mainstream feminist movement had focused mostly on the plight of white, college-educated, middle/upper-class women who had no stake in the concerns of women of colour.</li> </ul>					

### Paper 3 - USA Comparative

1. US Constitution and Federalism				R	A	G	Planned Questions	Final Check
1.1 The nature of the US Constitution.	<ul style="list-style-type: none"> <li>• Vagueness of the document, codification and entrenchment.</li> <li>• The constitutional framework (powers) of the US branches of government.</li> <li>• The amendment process, including advantages and disadvantages of the formal process</li> </ul>							
1.2 The key features of the US Constitution (as listed below) and an evaluation of their effectiveness today.	<ul style="list-style-type: none"> <li>• Federalism.</li> <li>• Separation of powers and checks and balances.</li> <li>• Bipartisanship.</li> <li>• Limited government.</li> </ul>							
1.3 The main characteristics of US Federalism.	<p>The nature of the federal system of government and its relationship with the states.</p>							
1.4 Interpretations and debates around the US Constitution and	<p>The extent of democracy within the US Constitution, its strengths and weaknesses and its impact on the US government today.</p> <ul style="list-style-type: none"> <li>• The debates around the extent to which the USA remains federal today</li> </ul>							
2. US Congress				R	A	G	Planned Questions	Final Check
2.1 The structure of Congress.	<ul style="list-style-type: none"> <li>• Bicameral nature, the membership of Congress and the election cycle.</li> </ul> <p><b>2.1.1 The distribution of powers within Congress:</b></p> <ul style="list-style-type: none"> <li>• powers given to Congress in the Constitution, the exclusive powers of each House and the concurrent powers of Congress</li> </ul>							
2.2 The functions of Congress.	<p><b>2.2.1 Representation.</b></p> <ul style="list-style-type: none"> <li>• Congressional elections and the significance of incumbency.</li> <li>• Factors that affect voting behaviour within Congress: <ul style="list-style-type: none"> <li>- parties and caucuses, constituency, pressure groups and lobbyists.</li> </ul> </li> </ul> <p><b>2.2.2 Legislative.</b></p> <ul style="list-style-type: none"> <li>• The legislative process, including the strengths and weaknesses of this process.</li> <li>• The differences between the legislative process in each chamber.</li> <li>• The policy significance of Congress – impact and effectiveness of laws passed.</li> </ul> <p><b>2.2.3 Oversight.</b></p> <ul style="list-style-type: none"> <li>• Factors that influence the relationship between Congress and the presidency.</li> <li>• The checks on the other branches of government and the extent of its institutional effectiveness.</li> </ul>							
2.3 Interpretations and debates around Congress.	<ul style="list-style-type: none"> <li>• Changing roles and powers of Congress and their relative importance, and debates about adequacy of its representative role.</li> <li>• Changing significance of parties in Congress.</li> <li>• Significance and effectiveness of the powers outlined in the Constitution.</li> </ul>							
3. US Presidency				R	A	G	Planned Questions	Final Check
3.1 Formal sources of presidential power as outlined in the US Constitution and their use.	<ul style="list-style-type: none"> <li>• The role as the Head of State and as the Head of Government. The significance of these powers with reference to presidents since 1992.</li> </ul>							
3.2 Informal sources of presidential power and their use.	<ul style="list-style-type: none"> <li>• The electoral mandate, executive orders, national events and the cabinet.</li> <li>• Powers of persuasion including the nature/characteristics of each president.</li> <li>• Executive Office of the President (EOP), including the role of the National Security Council (NSC), Office of Management and Budget (OMB) and the White House Office (WHO).</li> </ul> <p>The significance of these powers with reference to presidents since 1992.</p>							
3.3 The presidency.	<p><b>3.3.1 Relationships between the presidency and the following institutions and why this varies:</b></p> <ul style="list-style-type: none"> <li>• Congress and the Supreme Court.</li> </ul> <p><b>3.3.2 Limitations on presidential power and why this varies between presidents:</b></p> <ul style="list-style-type: none"> <li>• changing nature of power over their term in office</li> <li>• Congress, the Supreme Court and the Constitution</li> <li>• the election cycle and divided government.</li> </ul> <p>The significance of these limitations with reference to presidents since 1992.</p>							
3.4 Interpretations and debates of the US presidency.	<ul style="list-style-type: none"> <li>• How effectively they have achieved their aims.</li> <li>• The imperial presidency.</li> <li>• The extent of presidential accountability to Congress.</li> <li>• The role and power of the president in foreign policy.</li> </ul> <p>With reference to presidents since 1992.</p>							

4. US Supreme Court and Civil Rights				R	A	G	Planned Questions	Final Check
4.1 The nature and role of the Supreme Court.	<ul style="list-style-type: none"> <li>The US Constitution.</li> <li>The independent nature of the Supreme Court.</li> <li>The judicial review process (Marbury vs Madison 1803 and Fletcher vs Peck 1810).</li> </ul>							
4.2 The appointment process for the Supreme Court.	<ul style="list-style-type: none"> <li>Strengths and weaknesses of the process.</li> <li>Factors influencing the president's choice of nominee.</li> <li>The current composition and ideological balance of the Court.</li> </ul>							
4.3 The Supreme Court and public policy.	<ul style="list-style-type: none"> <li>The impact of the Supreme Court on public policy in the US, with a range of examples, including examples post-2005.</li> <li>Political significance debate: the role of judicial activism and judicial restraint and criticisms of each.</li> </ul>							
4.4 The protection of civil liberties and rights in the US today.	<ul style="list-style-type: none"> <li>Rights protected by the Constitution, by the Bill of Rights, by subsequent constitutional amendments and by rulings of the Supreme Court</li> </ul>							
4.5 Race and rights in contemporary US politics.	<ul style="list-style-type: none"> <li>The methods, influence and effectiveness of racial rights campaigns and the impact on current domestic policy: o voting rights, affirmative action and representation.</li> </ul>							
4.6 Interpretations and debates of the US Supreme Court and civil rights.	<ul style="list-style-type: none"> <li>The political versus judicial nature of the Supreme Court.</li> <li>Living Constitution ideology as against originalism.</li> <li>How effectively civil and constitutional rights have been upheld by the Supreme Court and the effectiveness of this protection.</li> <li>The extent of their powers and the effectiveness of checks and balances.</li> <li>The successes and failures of measures to promote equality, including affirmative action and immigration reform.</li> </ul>							
5. US Democracy and Participation				R	A	G	Planned Questions	Final Check
5.1 Electoral systems in the USA.	<p>5.1.1 Presidential elections and their significance. • The main processes to elect a US president, including the constitutional requirements, the invisible primary, primaries and caucuses, the role of National Party Conventions and the electoral college, and the resulting party system.</p> <ul style="list-style-type: none"> <li>The importance of incumbency on a president seeking a second term.</li> </ul> <p>5.1.2 Campaign finance. • The role of campaign finance and the current legislation on campaign finance, including McCain-Feingold reforms 2002 and Citizens United vs FEC 2010.</p>							
5.2 The key ideas and principles of the Democratic and Republican parties.	<p>5.2.1 The distribution of power and changing significance of the parties:</p> <p>Democrats</p> <ul style="list-style-type: none"> <li>progressive attitude on social and moral issues, including crime • greater governmental intervention in the national economy</li> <li>government provision of social welfare.</li> </ul> <p>Republicans</p> <ul style="list-style-type: none"> <li>conservative attitude on social and moral issues</li> <li>more restricted governmental intervention in the national economy while protecting American trade and jobs</li> <li>acceptance of social welfare but a preference for personal responsibility.</li> </ul> <p>5.2.2 The current conflicts and tendencies and the changing power and influence that exist within the parties.</p> <ul style="list-style-type: none"> <li>Democrats: liberals, moderates and conservatives.</li> <li>Republicans: moderates, social conservatives and fiscal conservatives.</li> </ul> <p>5.2.3 Coalition of supporters for each party.</p> <ul style="list-style-type: none"> <li>Voters: how the following factors are likely to influence voting patterns and why, in relation to one recent presidential election campaign (since 2000) – race, religion, gender and education</li> </ul>							
5.3 Interest groups in the USA – their significance, resources, tactics and debates about their impact on democracy.	<ul style="list-style-type: none"> <li>The influence, methods and power of at least one single interest group, professional group or policy group</li> </ul>							
5.4 Interpretations and debates of US democracy and participation, including:	<ul style="list-style-type: none"> <li>advantages and disadvantages of the electoral process and the Electoral College and the debate around reform</li> <li>the role of campaign finance and difficulty in achieving effective reform</li> <li>the role of incumbency in elections</li> <li>the ways in which interest groups can influence the three branches of government and policy creation, including the role of PACs and Super PACs and their impact on democracy.</li> </ul>							
6.1 Theoretical approaches – understanding of these three approaches and the different ways they explain similarities and differences between the government and politics of different countries.	<p><b>Rational</b></p> <ul style="list-style-type: none"> <li>This approach focuses on individuals within a political system.</li> <li>A rational approach suggests that such individuals will act rationally, choosing to act in a particular way as it will give them a beneficial outcome.</li> </ul> <p><b>Cultural</b></p> <ul style="list-style-type: none"> <li>This approach focuses on groups within a political system – this could be voters, parties, pressure groups and so on.</li> <li>A cultural approach suggests that the shared ideas, beliefs and values of these groups often determine the actions of individuals within them.</li> </ul> <p><b>Structural</b></p> <ul style="list-style-type: none"> <li>This approach focuses on the institutions in a political system and the processes within them.</li> <li>A structural approach suggests that political outcomes are largely determined by the formal processes laid out within a political system.</li> </ul>							

	R	A	G	Planned Questions	Final Check
6.2 Similarities and differences in the UK and USA.	6.2.1 Compare and debate the following aspects of the UK and US Constitutions and the resulting impact on politics and government: • their nature (codified/uncodified) and their sources, provisions and principles, including separation of powers, checks and balances • the similarities and differences between the US federal system and the UK system of devolution.				
	6.2.2	The extent to which rational, cultural and structural approaches can be used to account for these similarities and differences.			
	6.2.3	Compare and debate the following aspects of the UK and US legislative branches and their resulting impact on politics and government: • powers, strengths and weaknesses of each of the Houses • the extent to which each of the Houses are equal.			
	6.2.4	The extent to which rational, cultural and structural approaches can be used to account for these similarities and differences.			
	6.2.5	Compare and debate the following aspects of the UK and US executive branches and their resulting impact on politics and government: • key similarities and differences between the role and powers of the US President and the UK Prime Minister and their impact on politics and government • extent of accountability to the US and UK legislature.			
	6.2.6	The extent to which rational, cultural and structural approaches can be used to account for these similarities and differences.			
	6.2.7	Compare and debate the following aspects of the UK and US Supreme Courts and civil rights and their resulting impact on politics and government: • basis for and relative extent for their powers • relative independence of the Supreme Court in the US and UK • effectiveness of the protection of rights in each country • effectiveness of interest groups in the protection of civil rights in the USA and the UK.			
	6.2.8	The extent to which rational, cultural and structural approaches can be used to account for these similarities and differences.			
	6.2.9	Compare and debate the following aspects of the UK and US democracy and participation, and their resulting impact on politics and government: • the different nature of the party systems (two-party and multi-party) • degree of internal unity within parties • the policy profiles of the two main parties in each country • debates around campaign finance and party funding • the relative power, methods and influence of pressure groups.			
	6.2.10	The extent to which rational, cultural and structural approaches can be used to account for these similarities and differences.			