

SUMMER TRANSITION PROJECT A-LEVEL POLITICS



**"JUST BECAUSE YOU DO NOT TAKE AN INTEREST IN POLITICS,
DOESN'T MEAN POLITICS WON'T TAKE AN INTEREST IN YOU."**

Pericles

c.5th century BCE

ANY QUERIES OR QUESTIONS?

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'MAN IS A POLITICAL ANIMAL'

Aristotle

POLITICS WILL SUIT STUDENTS WHO...

- Have an interest in the world around them: who want to know more about the society they live in, how it works and how it could work.
- Enjoy debate, discussion and argument: who are comfortable with the fact that in Politics there are no simple 'rights' or 'wrongs'.
- Like to think for themselves: who want to develop their own views, rather than accept the views of others.
- Politics will be a new subject to the majority of you and therefore you may see it as an opportunity to do something fresh and new, an enriching experience in itself.
- It is particularly important that you have an enquiring mind, a desire to learn about how the political system works and its impact on you, the citizen.

THE SKILLS YOU WILL DEVELOP STUDYING POLITICS...

- **Knowledge and understanding** of basic political ideas, concepts, structures and processes, the relationship between them and how they work at different levels.
- An ability to **analyse** political information in various forms and from various sources, and to apply a range of political ideas, concepts and theories.
- An ability to **evaluate** arguments, theories, values and ideologies to explain political behaviour and suggest solutions to controversial issues.
- The skills to **organise and present an argument with relevance, clarity and coherence using good English.**



COURSE OUTLINE

<u>YEAR 12</u>	<u>YEAR 13</u>
<u>UK Politics</u> Participation, Electoral systems, Political parties, Pressure groups and Voting behaviour. <u>UK Government</u> The Constitution, Devolution, Parliament, The PM and Executive, The Supreme Court and the EU (well.. a little bit)	<u>US Politics</u> Electoral process and direct democracy, Political parties and Pressure groups. <u>US Government</u> The Constitution, Congress, The Presidency, The Supreme Court and Civil Rights.
From <u>TIMETABLE PROMOTION BETWEEN 12 AND 13</u> , you will also start exploring Political Ideologies which covers the three core ideologies (Liberalism, Conservatism, Socialism), as well as a non-core ideology (Feminism).	
THERE ARE THREE EXAMS (2 HOURS EACH) AND NO COURSEWORK. 1. Government and Politics of the UK 2. Government and Politics of the USA and Comparative Politics 3. Political Ideas	

HOW WILL YOU BE SUCCESSFUL ON THIS COURSE?

YOU NEED TO TAKE AN INTEREST IN CURRENT AFFAIRS AND POLITICAL ISSUES!

INTEREST ALONE IS NOT ENOUGH!

- The work will be challenging
- If you don't do independent research and reading, you will be left behind.
- The jump from GCSE to A-level is huge

BUT YOUR TEACHERS ARE THERE TO HELP YOU!

THIS WILL INVOLVE

- Reading a **quality** newspaper (such as The Times, Guardian or Telegraph); magazines and specific politics journals such as **Politics Review** as well as the set textbooks (these will be given out as and when needed by Miss Cartwright).
- Watching current affairs programmes such as Panorama, Dispatches and specific politics programmes like Question Time and Newsnight.
- Watching the news or listening to 'Today' on Radio 4.
- Discussing and debating political issues with both fellow politics students and others.
- Perhaps keeping a scrapbook of press cuttings on politics and various issues (or do it on the gram?)

SUMMER ACTIVITIES IN PREPARATION FOR A-LEVEL POLITICS

You will need to download the following booklet:

<https://assets-learning.parliament.uk/uploads/2019/12/How-it-Works-booklet.pdf>

Read through the booklet and complete the following activities:

TASK ONE: IN YOUR OWN WORDS, DEFINE THE FOLLOWING KEYWORDS/PHRASES

KEYWORD OR PHRASE	DEFINITION
Politics	
Suffrage	
Political participation	
Democracy	
Direct democracy	
Representative democracy	
Member of Parliament (MP)	
General election	
Devolution	
Devolved Assemblies/Parliament	
By-election	
Referendum	
Manifesto	
First-Past-The-Post (FPTP)	
Constitution	
Uncodified constitution	
Parliamentary sovereignty	
Legislature	
Executive	
Judiciary	

Role of Parliament	
Parliamentary Reform Acts 1911 and 1949	
Human Rights Act 1998	
Constitutional Reform Act 2005	
Fixed Term Parliament Act 2011	
Bicameral legislature	
House of Commons	
Constituency	
Frontbencher	
Backbencher	
The Speaker	
The Opposition	
House of Lords	
Crossbencher	
Life Peer	
Hereditary Peer	
Select Committee	
Legislative Committee	
Government Bills	
Private Members Bills	
Political Party	
Party Whips	
Party Rebel	
Coalition Government	
Partisan	

Dealignment	
Pressure group	
Sectional Pressure group	
Causal Pressure group	
Insider Pressure group	
Outsider Pressure group	
Lobbying	
Petition	

TASK TWO: INVESTIGATE THE ROLE OF AN MP

- Research your local MP, who are they; which party do they represent; which constituency do they represent; what have they recently shown an interest in; research their voting history to see where they stand on key issues (not just Brexit!) <https://members.parliament.uk/>
- Investigate the role of an MP by playing the game in the link: <https://learning.parliament.uk/resources/mp-for-a-week/#cta-target>

<u>WHAT I'VE FOUND OUT ABOUT MY LOCAL MP</u>	<u>WHAT I'VE DISCOVERED ABOUT THE ROLE OF AN MP</u>

**TASK THREE: WATCH THE NEWS OVER THE SUMMER BREAK. CREATE A 10 QUESTION QUIZ TO TEST THE REST OF THE CLASS WHEN YOU COME BACK:
(DON'T FORGET THE ANSWERS TOO!)**

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

TASK FOUR: RESEARCH ONE PRESSURE GROUP THAT CURRENTLY EXISTS IN THE UK AND CREATE A FACT FILE ON THEM. USE THE FOLLOWING CHECKLIST TO KEEP YOU ON TRACK.

	Name
	Logo
	What type of group are they? (causal, sectional, insider, outsider...)
	What are they campaigning for and why?
	What methods have they used for campaigning?
	Do you think they have been successful so far?

TASK FIVE: ONE OF THE BIGGEST ISSUES IN POLITICS IS WHETHER 16-YEAR-OLDS SHOULD HAVE THE RIGHT TO VOTE!

Read the source below and answer the following questions.

In the UK, the minimum voting age is 18, except in Scotland, where 16-and-17-year-olds have been given the right to vote in local and Scottish parliamentary elections. By and large, 16-year-olds haven't yet entered the world of home ownership, employment, tax or pensions but these economic issues are often at the forefront of election campaigns. The main argument against lowering the voting age is that a lack of experience in these matters prevents young people from making a considered judgement at the ballot box.

Opponents also point to the fact that 18 to 24-year-olds have the lowest turnout of any age group in elections, reflecting an apparent lack of interest in politics. These critics question whether an even younger generation would be any different. And there are concerns that teenagers who do want to cast their votes would be impressionable and easily influenced by radical politics, or would not fully think things through and would blindly vote for the same party as their parents.

But calls to lower the voting age come from a range of sources- adults as well as teenagers themselves, backed up by youth organisations, pressure groups and politicians. 16-and-17-year-olds in the Isle of Man, Jersey, Guernsey, Brazil and Austria already have the vote. They can also vote in some elections in Germany, Malta and Norway. Evidence from the Scottish Independence Referendum, substantiated by research from Austria and Norway, shows- aided by encouragement from families and schools- 16-and-17-year-olds have higher rates of turnout than 18 to 24-year-olds.

For supporters, it's about giving young people a say in matters that directly affect them, such as tuition fees. It's also thought that lowering the limit will encourage civic-mindedness at an earlier age and establish an interest in the political system, which will be continued throughout a person's life. Scotland's positive experience of including 16-and-17-year-olds in the 2014 Independence Referendum led to the lowering of the voting age for local and Holyrood elections.

A study by the University of Edinburgh during the Referendum found that some teenagers were initially doubtful of their own abilities to make the right decision, but that this led them to actively seek out information to help inform their judgement. In some cases, teenagers even influenced their parents' voting intentions with their new-found knowledge.

But as there are no immediate plans for the UK Government to debate lowering the voting age for general elections, it is unlikely that all 16-year-olds will get the chance to put that to the test any time soon.

Sources: <http://www.bbc.co.uk/guides/zsbtbk7> and <https://www.electoral-reform.org.uk/campaigns/votes-at-16/>

1) Define the following political and non-political words from the source.

Parliamentary elections	
Forefront	
Ballot box	
Turnout	
Impressionable	
Radical politics	
Blindly	
Pressure groups	
Substantiated	
Tuition fees	
Civic mindedness	
Referendum	
Holyrood	
Voting intentions	

2) Using two different coloured highlighters, indicate:

- a) The arguments in the source that support the view that 16 to 18 year olds should be given the vote.
- b) The arguments in the source that support the view that the voting age should remain at 18.

3) Match up 3 arguments that support the view that 16 to 18 year olds should be given the vote with 3 counter-arguments that support the view that they should not.

ARGUMENTS FOR	ARGUMENTS AGAINST

4) You are now going to practice **analysing** one of these arguments. You are going to use **evidence** to back up your **analysis**. You may need to do some additional research to answer these questions.

The source states that **the 18-24 age group has the lowest turnout in UK elections so therefore even younger voters are likely to have an even lower turnout.**

What is turnout?

For example, what was the turnout for 18-24 year old in the recent 2019 election?

How does this compare with turnout for the age group in the 2017 and 2015 general elections?

Why, therefore, is it perhaps not a good idea to extend the vote to 16 and 17 year olds?

In the 2014 Scottish Independence Referendum (the first UK election to give 16 year olds the vote), what was the turnout for 16-18 year olds? Which age group had the lowest turnout in this referendum?

Therefore, how does this argument prove that the voting age should not be reduced to 16 years old?

**WELL DONE, THE WORK YOU JUST COMPLETED HAS GIVEN YOU A BASIS FOR THE EXTRACT BASED ESSAY QUESTION YOU WILL FACE ACROSS ALL THREE OF YOUR PAPERS.
IT WASN'T THAT HARD WAS IT?**

A photograph of Boris Johnson, the former Prime Minister of the United Kingdom, in a dark suit and blue tie. He has a surprised or excited expression with his mouth open. He is surrounded by a crowd of people, some of whom are clapping. The background shows an ornate interior with a chandelier and a painting. A large white speech bubble with a black outline is positioned in front of him, containing the text "SEE YOU IN SEPTEMBER!".

**SEE YOU IN
SEPTEMBER!**