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| **Politics 2024/2025** |
| **Academic Education** |

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| **Start Date** | **9 September 2024** |
| **End Date** | **4 July 2025** |
| **Level of course** | **A Level** |
| **Awarding Body** | AQA |
| **Specification** | https://www.aqa.org.uk/subjects/politics/a-level/politics-7152/specification-at-a-glance |

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| YOUR SUBJECT TEACHERS |

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| **Politics teaching staff**   | **Which days are we** **in college?**  | **Email contact:**  |
| Adam Naylor | Monday-Friday | Adam.Naylor@derby-college.ac.uk |
| Ross Holmes (Curriculum Manager) | Monday to Friday  | Ross.holmes@derby-college.ac.uk |
| Helen Johnson (Course Co-ordinator) | Tuesdays, Wednesdays and Thursdays | Helen.johnson@derby-college.ac.uk |

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| INTRODUCTION & AIMS OF THE COURSE |

Introduction:

Lively, relevant, controversial… there are many ways to describe A-level Politics. There’s no denying that it’s one of the most interesting and engaging qualifications you can choose.

Covering news and current affairs from the UK and US, it helps you understand how the UK country is run and develops research, written communication and debate skills. It also helps grow your confidence.

It’s ideal if you’re considering studying politics, sociology, ethics, advertising or journalism at university and is highly regarded by employers in industries including politics, international organisations, the media, government and the civil service.

Politics A-level will broaden your awareness and knowledge of on goings in the world. Further, through debates and your assessments you will improve your vocal competence and confidence whilst adhering to an academic writing style. These skills will transfer to any essay-based topics and will be vital for anyone studying in higher education.

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| COURSE STRUCTURE |

**Assessment overview**

Assessment overview.

Assessment overview and exam information.







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| KEY COURSE INFORMATION |

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| Length of Study | 5 hours, 37 weeks at college, 2 years.  |
| Your classrooms |  |
| Key skills you will be developing during the course to be successful | Subject specific.* The kind of skills you will have developed include:
* gathering information, assessing and interpreting it
* leading and participating in discussions and groups
* organising workloads and working to deadlines
* developing opinions and ideas
* essay writing, presentation and analytical skills
* reading pages of text and picking out the essential points
* stating a case
* solving problems
* assimilating facts
* expressing yourself clearly (certainly in writing, and probably in person too)

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| What will lessons look like? | A mixture of engaging in key contemporary political on goings, dissecting fundamental ideas and building our own ideas from this in an essay style format. Debating key ideas and seeing if our arguments can withstand scrutiny.  |
| Informal Assessment Methods | A mixture of questioning, low stakes testing and engagement with exam questions |
| Essential Equipment/ Resources | Textbooks: [AQA Politics](https://www.amazon.co.uk/AQA-level-Politics-Government-Comparative/dp/1398311324/ref%3Dasc_df_1398311324/?tag=googshopuk-21&linkCode=df0&hvadid=463104708643&hvpos=&hvnetw=g&hvrand=4701756843409462356&hvpone=&hvptwo=&hvqmt=&hvdev=c&hvdvcmdl=&hvlocint=&hvlocphy=1006674&hvtargid=pla-1224211925912&psc=1&th=1&psc=1) |

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| YEAR PLAN OF STUDY |

Teacher 1 – Blue

Teacher 2 – Red

Year 1

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| Autumn 1 | The nature and sources of the British ConstitutionThe structure and role of ParliamentLiberalism |
| Autumn 2 | The Prime Minister and cabinetConservatism |
| Spring 1 | The judiciaryDemocracy and participationSocialism |
| Spring 2 | Elections and referendumsPressure groupsFeminism |
| Summer 1 | Political partiesThe European UnionFeminism |
| Summer 2 | DevolutionFeminism |

Year 2

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| Autumn 1 | The constitutional framework of US governmentThe electoral process and direct democracy |
| Autumn 2 | The legislative branch of government: CongressThe executive branch of government: President |
| Spring 1 | The judicial branch of governmentPolitical partiesPressure groups |
| Spring 2 | Civil rightsComparative politics (both teachers) |
| Summer 1 | Revision |

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|  ASSESSMENT AND FEEDBACK |

**Year 1**

Formal Assessment 1: W/C 4/11/2024

Formal Assessment 2: W/C 6/1/2025

Formal Assessment 3: W/C 24/2/2025

Formal Assessment 4: W/C 21/4/2025

Progression Exams: W/C 2/6/2025

**Year 2**

Formal Assessment 1: W/C 28/10/2024

Formal Assessment 2: W/C 25/11/2024

**MOCK EXAM WEEK:** 27/01/2025

Formal Assessment 4: W/C 10/03/2025

**Exam dates 2025**

7152/1 Paper 1 - The Government and Politics of the UK 2h 20 May 2025 pm

7152/2 Paper 2 - Comparative Politics: Government and Politics of the USA 2h 05 June 2025 pm

7152/3 Paper 3 - Political Ideas 2h 10 June 2025 am

**Referrals Procedures and Resubmissions Procedures**

You will have a clear plan of what to expect, what assessments will take place during the year and when you can expect these assessments to happen. You can expect your work to be marked and quality assured where appropriate and returned within 15 working days of submission.

Once you have submitted your work, it will be marked and potentially be quality assured by the Internal Quality Assurance team. This is particularly key where the learning outcomes have not been met and a resubmission opportunity has been given.

Where a referral has been given, by the teacher or assessor will provide you with an opportunity to resubmit. However, you must read the feedback carefully to ensure you are clear of what you need to do and where a graded qualification and assessment is in place what you can attempt. This will be time bound and you will be given a re-submission date by your trainer/assessor/lecturer, and you must meet this deadline.

**Academic Malpractice**

DCG is keen to support students and avoid any cases of Academic malpractice. Awarding Organisations take matters of academic malpractice very seriously and require all schools and colleges to have specific policies and procedures in place to both educate staff and students about malpractice, thus deterring them from committing it, whether intentional or not, and report and investigate any suspected malpractice where it may occur.

While we don’t want to see anyone jeopardise their grades or marks, we must ensure the validity of all qualifications and we must investigate any suspected breaches fully. It is your responsibility to ensure you understand the rules and boundaries:

* You must not copy from someone else or give opportunities to another student to copy from you.
* Any wording taken from a published source must be correctly referenced for example:

(Morrison, 2000, p29).

* Where computer-generated content has been used (AI tools such as ChatGPT) you must reference these correctly for example: ChatGPT 3.0 (<https://openai.com/blog/chatgpt/>), 25/01/2024.
* You may also be required to include a bibliography to support referencing.
* You must also avoid working collaboratively with other students beyond what is permitted as this may be deemed to be collusion.

**Academic Malpractice continued:**

Other examples include:

* Falsification or fabrication of results,
* Deliberate destruction of other student’s work
* Any other act that will give you an unfair advantage. This also relates to not following clear guidance in examinations or assessments where examination conditions exist.

You will be required to complete an Authentication Form on submission of any and all assignments/NEA projects. This will confirm that the work is your own, and that it is referenced appropriately, including the use of AI. Where academic malpractice is suspected, this will be reported to your Team Manager who will conduct an investigation and, where relevant, the Awarding Organisation may also be informed and investigate further. Where malpractice is discovered to have occurred, sanctions may be imposed which could include:

* Zero marks for the work or exam.
* Disqualification from the qualification.
* Disqualification from taking any qualification with that Awarding Organisation often over a set period of time.
* Warnings which can last several years.

For further details and to fully familiarise yourself with JCQ guidance please see the Joint Councils for Qualifications (JCQ) website:

[Information for candidates documents - JCQ Joint Council for Qualifications](https://www.jcq.org.uk/exams-office/information-for-candidates-documents)

Further information can be found on the DCG website:

[**Examination Information - DCG (derby-college.ac.uk)**](https://www.derby-college.ac.uk/student-support/examination-information/)

**Appeals Procedures**

Each Awarding Organisation will have slightly different processes for appealing decisions. Appeals can be made where:

* You believe that the awarding body policies and procedures have not been followed correctly in respect of external quality assurance/standards verification (policies and procedures can be found on the relevant awarding body website).
* You believe that the awarding body policies and procedures have not been followed correctly in respect of qualification decisions (policies and procedures can be found on the relevant awarding body website).
* You disagree with the outcome of your internal appeals procedure (for example, a decision in relation to reasonable adjustments or assessment outcomes).

However, should you, as a student wish to appeal, firstly:

* Contact your teacher and discuss your concerns.

If you are still not satisfied with the outcome, the College would usually make an appeals application on your behalf. This would require your consent. It is possible to apply directly to the Awarding Organisation but only once the College’s internal processes have been followed. At this point you would be informed of the next stages and Awarding Organisation communication link. This is time bound and this will also be communicated to you once the internal appeals process has taken place.

Note: you must be aware that through this process the initial grade can go up, stay the same, or go down.

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| ENRICHMENT AND VISITS |

**London:** For our visit to London In December, you will be provided with a choice of 2 places to visit from a range of options. A guided tour of the Houses of Parliament is one option you can choose.

**Congress to Campus***:* Former members of the U.S Congress speak about Politics and the internal process of how American Democracy works through their experiences.

**Other trips:** University visits towards the end of the first year including a session with the University of Derby focusing on the US election. We will signpost opportunities on your Politics Teams site.

**Essay competitions:** There is an opportunity to enter several national essay writing competitions. (One of our students was a runner-up last year and invited to attend an event to receive her award).

**Debating:** Debating takes place each week and is recommended for Politics students

**Guest Speakers:** Guest speakers invited to talk and provide Q&A

**Supporting the department:** Opportunities may arise for volunteers to attend open events or provide another aspect of support.

**Keeping you posted:** We will update you regarding many new enrichment opportunities during your time here as a student. The above list is not conclusive, and we will keep you updated both in the classroom and on your Microsoft Team.

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| SUCCESSFUL LEARNER HABITS |

* **Be on time**… last year my three grade D students were also the three students who were always late (*they were also the ones who took ‘holidays’ in the toilet*).
* **Try your best** – Believe it or not, you learn by making mistakes.
* **Ask questions** – no question is too silly, this is your A-Level, you deserve to succeed (**ALL** of your politics teachers LIKE QUESTIONS)
* **Complete home learning** – 1 hour for every hour you spend on your subjects in class, should be spend on independent learning; 5 hours for each subject a week.
* **Enjoy writing** – 3-6 sides in 40 minutes of average sized handwriting.

**Follows the news** *enthusiastically* as additional reading.

**More Subject Specific Guidance:**

Active Reading: Read the assigned texts actively by highlighting key points, making annotations, and jotting down questions or insights.

Debate and Discussion: Participate in group discussions or online forums to debate historical interpretations and perspectives with peers.

In-depth Research: Undertake independent research beyond the curriculum to deepen your understanding of specific topics of interest.

**How to Make Notes:**

Summarisation: Condense large amounts of information into concise summaries, focusing on key concepts, events, and their significance.

Organised Format: Use headings, bullet points, and subheadings to structure your notes for easy reference and review.

Visual Aids: Incorporate visual aids like diagrams, timelines, and maps to enhance your understanding and memory of complex topics.

Colour Coding: Use different colours to distinguish between themes, subtopics, and supporting details in your notes.

Digital Tools: Utilise note-taking apps or software to create searchable, shareable, and easily editable notes.

**How to Study Independently:**

Time Management: Create a study schedule that allocates sufficient time for each subject, with breaks for relaxation and recharging.

Active Recall: Test yourself on the material by reciting key points from memory before referring to your notes.

Self-Quizzing: Create flashcards or quiz questions to review and self-assess your understanding of important facts and concepts.

Variety in Resources: Use a mix of textbooks, online resources, podcasts, and documentaries to gain different perspectives on the subject.

Teaching Others: Explain political concepts to family members or friends; teaching others reinforces your own understanding.

**How to Prepare for Assessments:**

Past Papers: Solve past exam papers to become familiar with the format, types of questions, and time constraints.

Mock Exams: Simulate exam conditions by taking timed mock exams, helping you manage your time and reduce test anxiety.

Revision Summaries: Create condensed revision notes that highlight key points for quick review in the days leading up to the assessment.

Feedback Integration: Review feedback from teachers or peers on practice assessments to identify areas for improvement.

Memory Techniques: Use mnemonic devices, acronyms, or memory aids to remember important dates, names, and concepts.

**How to Practice Exam Skills:**

Time Management: Practice answering questions within the allocated time to improve your pacing during the actual exam.

Question Analysis: Carefully read and analyse each question to ensure you understand what is being asked before you start writing.

Essay Structuring: Master essay structuring with clear introductions, well-organized paragraphs, and effective conclusions.

Balanced Arguments: Practice presenting balanced arguments, considering multiple perspectives and providing evidence to support your claims.

Review and Reflect: After practicing, review your answers to identify strengths and areas that need improvement, and reflect on how to enhance your approach.

Remember that everyone's learning style is unique, so feel free to adapt these habits to suit your preferences and needs. Consistency, dedication, and adaptability are key to success in A-level history and any other subject

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| YOUR NEXT STEPS OPPORTUNITIES |

**Most common career pathways post politics degree:**

* [aid worker/humanitarian worker](https://targetjobs.co.uk/careers-advice/job-descriptions/277133-aid-workerhumanitarian-worker-job-description)
* [charities fundraiser](https://targetjobs.co.uk/careers-advice/job-descriptions/278517-charities-fundraiser-job-description)
* [Civil Service administrator](https://targetjobs.co.uk/careers-advice/job-descriptions/278963-civil-service-administrator-job-description)
* [government research officer](https://targetjobs.co.uk/careers-advice/job-descriptions/279613-government-research-officer-job-description)
* [health service manager](https://targetjobs.co.uk/careers-advice/job-descriptions/279759-health-service-manager-job-description)
* [investment analyst](https://targetjobs.co.uk/careers-advice/job-descriptions/279895-investment-analyst-job-description)
* [journalist](https://targetjobs.co.uk/careers-advice/job-descriptions/280509-journalist-job-description)
* [logistics or distribution manager](https://targetjobs.co.uk/careers-advice/job-descriptions/280579-logisticsdistribution-manager-job-description)
* [management accountant](https://targetjobs.co.uk/careers-advice/job-descriptions/280595-management-accountant-job-description)
* [marketing manager (social media)](https://targetjobs.co.uk/careers-advice/job-descriptions/667781-marketing-manager-social-media-job-description)
* [market research executive](https://targetjobs.co.uk/careers-advice/job-descriptions/275971-market-research-executive-job-description)
* [political party research officer](https://targetjobs.co.uk/careers-advice/job-descriptions/277643-political-party-research-officer-job-description)
* [public affairs consultant (lobbyist)](https://targetjobs.co.uk/careers-advice/job-descriptions/278233-public-affairs-consultant-lobbyist-job-description)
* [public relations (PR) officer](https://targetjobs.co.uk/careers-advice/job-descriptions/278247-public-relations-pr-officer-job-description)
* [retail buyer](https://targetjobs.co.uk/careers-advice/job-descriptions/278865-retail-buyer-job-description)
* [social researcher](https://targetjobs.co.uk/careers-advice/job-descriptions/279023-social-researcher-job-description)
* [solicitor](https://targetjobs.co.uk/careers-advice/job-descriptions/279075-solicitor-job-description)

**Areas that attract politics graduates:**



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| SUBJECT RESOURCES FOR STUDENTS |

**Get the help you need!** Come into the Library or use the resources online and ask any one of the friendly team members for help.  All the Libraries for Learning Team are skilled researchers willing to help you find the information you need and guide you to resources you might not have considered to help you finish those assignments.  On the rare occasions that the library does not have exactly what you want, they will do their best to borrow it through another library.  They can also give you advice on study skills and digital skills via the Skills Hubs too (see Study Skills and Digital Skills on the [Libraries for Learning Pod Page](https://pod.derby-college.ac.uk/course/view.php?id=36)).

Specific resources and recommended reading lists to support your learning can be found below:

[Politics reading list](http://dclibrary.cirqahosting.com/HeritageScripts/Hapi.dll/retrieve2?SetID=16258B57-B2DC-4B86-976B-5097AE24533F&DataSetName=LIVEDATA)



Take full advantage of more resources available under the Electronic Resources tile resources,



these include:

* [Philip Allan Reviews](https://nam04.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.hoddereducationmagazines.com%2F&data=05%7C01%7Cfrances.booth%40derby-college.ac.uk%7C8d4eb70f07c14c7ca37b08db8134364f%7C7584d7479421477d8345bedc5d73bc46%7C0%7C0%7C638245833467240334%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=cD3LSFxSgBclifsFrK4bpF0KbZAkh%2FVp%2FZvKZGdPhCs%3D&reserved=0) - an archive of A-level magazine reviews, which include, biological sciences, [business](https://pod.derby-college.ac.uk/mod/book/view.php?id=451), [chemistry](https://pod.derby-college.ac.uk/mod/book/view.php?id=452), [economics](https://pod.derby-college.ac.uk/mod/book/view.php?id=458), [geography](https://pod.derby-college.ac.uk/mod/book/view.php?id=470), international baccalaureate, modern [history](https://pod.derby-college.ac.uk/mod/book/view.php?id=475), PE, [physics](https://pod.derby-college.ac.uk/mod/book/view.php?id=489), politics, [psychology](https://pod.derby-college.ac.uk/mod/book/view.php?id=491), religious studies, and [sociology](https://pod.derby-college.ac.uk/mod/book/view.php?id=493).
* [Primal Pictures](https://www.anatomy.tv/) **-** Primal Pictures is a highly accurate and detailed 3D atlas of the human anatomy. It enables you to virtually explore parts of the body such as the nervous system, the skeleton and the cardiovascular system.
* [Gale](https://infotrac.gale.com/itweb/dtc_jisc) – an extensive collection of newspaper and journal articles. The collection includes full-text articles from a selection of UK and international newspapers.
* [Britannica Academic](https://academic.eb.com/) - Britannica Academic provides thousands of academic, credible and citable resources to use in essays.

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| GLOSSARY OF TERMS |

The following list is a brief glossary of terms you will learn or be exposed to during your learning.

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| **Term** | **Definition** |
| AOs | **AO1 – Knowledge and Understanding****AO2 – Analysis; similarities, differences, parallels, connections.****AO3 – Evaluate, construct arguments, make informed judgements** |
| Command words | **Analyse**:Break down the topic into parts and examine each part in detail.Show how parts relate to each other and to the whole.**Assess**:Make a judgement about the importance or success of something.Consider different viewpoints and evidence before concluding.**Compare**:Identify similarities and differences between two or more subjects.Show the relevance and implications of these similarities and differences.**Contrast**:Focus on the differences between two or more subjects.Highlight how these differences affect the overall subject.**Critically evaluate**:Give your judgement about the validity of the arguments and evidence.Consider the strengths, weaknesses, and limitations.**Define**:Give the exact meaning of a term or concept.Provide examples to illustrate.**Discuss**:Present a balanced argument considering different perspectives.Provide evidence for each perspective before reaching a conclusion.**Evaluate**:Judge the significance, worth, or quality of something.Weigh up evidence for and against.**Explain**:Make something clear by providing detailed information.Show how or why something is the way it is. |

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| NOTES |