Year 13			
	Term 1	**Term 2**	**Term 3**
Topic/ Specification reference	Teacher 1: Electoral systems in the USA and voting behaviour, comparisons with UK Teacher 2: US Constitution Comparisons with UK.	Teacher 1: US Parties, US Interest groups Comparisons with UK. Teacher 2: US Congress Comparisons with UK.	Teacher 1: Finish off US topics from term 2. Core ideologies – Socialism Teacher 2: US Presidency Comparisons with UK.
Knowledge	C3: The nature of the US Constitution. ▪ The constitutional framework (powers) of the US branches of government. ▪ The amendment process, including advantages and disadvantages. The principles of the US Constitution and their effectiveness. ▪ Separation of powers and checks and balances. ▪ Bipartisanship. ▪ Limited government. ▪ The nature of the federal system of government and its relationship with the states. ▪ Interpretations and debates around the US Constitution and federalism ▪ Electoral systems in the USA. ▪ 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. ▪ The importance of incumbency on a president seeking a second term. ▪ The role of campaign finance and the current legislation on campaign finance,	C3: The key ideas and principles of the Democratic and Republican parties. ▪ The current conflicts and tendencies and the changing power and influence that exist within the parties. ▪ Democrats: liberals, moderates and conservatives. ▪ Republicans: moderates, social conservatives and fiscal conservatives. Coalition of supporters for each party. ▪ Voters: how the factors are likely to influence voting patterns and why, in relation to one recent presidential election campaign (since 2000). ▪ Interest groups in the USA – their significance, resources, tactics and debates about their impact on democracy. ▪ The influence, methods and power of at least one single interest group, professional group or policy group. ▪ The structure of Congress.	C3: Formal sources of presidential power ▪ The role as the Head of State and as the Head of Government. Informal sources of presidential power and their use. ▪ The electoral mandate, executive orders, national events and the cabinet. ▪ Powers of persuasion including the nature/characteristics of each president. ▪ Executive Office of the President (EXOP). ▪ Relationships between the presidency and the following institutions and why this varies: ▪ Congress and the Supreme Court. ▪ Limitations on presidential power and why this varies between presidents: The imperial presidency. ▪ The extent of presidential accountability to Congress. ▪ The role and power of the president in foreign policy. ▪ C1: Socialism:

	including McCain-Feingold reforms 2002 and Citizens United vs FEC 2010.	▪ Bicameral nature, the membership of Congress and the election cycle. ▪ The distribution of powers within Congress The functions of Congress: ▪ Representation. ▪ Congressional elections and the significance of incumbency. ▪ Factors that affect voting behaviour within Congress: parties and caucuses, constituency, pressure groups and lobbyists. Legislative. ▪ The legislative process. ▪ The differences between the legislative process in each chamber. ▪ The policy significance of Oversight. ▪ Factors that influence the relationship between Congress and the presidency. ▪ The checks on the other branches of government ▪ Changing roles and powers of Congress and their relative importance, and debates about adequacy of its representative role. • Changing significance of parties in Congress. ▪ Comparative Theories: Structural, Cultural and Rational.	Core ideas and principles of socialism and how they relate to human nature, the state, society and the economy: ▪ collectivism ▪ common humanity ▪ equality ▪ social ▪ workers' control The differing views and tensions within socialism: ▪ revolutionary ▪ social democracy ▪ ▪ Third Way – a middle-ground alternative route to socialism and free-market capitalism. The Socialist Thinkers: Karl Marx Beatrice Webb Rosa Luxemburg Anthony Crosland Anthony Giddens

	Term 1	Term 2	Term 3
Skills	Revisiting essay skills for political ideas. Comparative Politics – finding similarities and differences between the electoral systems and constitutions in the UK and USA and weighing up the effectiveness of both systems.	Developing comparative answers for Q1 but now also Q2. Integrating the comparative theories into answers for Q2. Essay skills for US Paper: writing a balanced answer that addresses both sides of the argument with a clear sense of judgment. Arguments and counter arguments to be well supported by recent examples.	Comparative politics between US and UK executives. Developing skills for political ideas essays. Essay skills for US Paper: writing a balanced answer that addresses both sides of the argument with a clear sense of judgment. Arguments and counter arguments to be well supported by recent examples.
Key vocabulary	Bipartisanship Checks and balances Codification Constitution Entrenchment Enumerated powers Federalism Limited government Separation of powers Electoral college Caucus Primary Campaign finance Invisible primary Political Action Committees (PACs)	Factions Policy group Professional group Single interest group Soft/hard money Super PACs Religious right Congressional caucuses Divided government Filibuster Gridlock Incumbency Mid-term elections Oversight Partisanship	Domestic politics Electoral mandate Executive branch Executive orders Imperial presidency Imperilled presidency Informal powers Powers of persuasion Unified Government Veto EXOP Fraternity Cooperation Capitalism Common ownership Communism Evolutionary socialism Marxism Revisionism Social justice
Assessment	Essays on nationalism and conservatism to further develop skills on political ideas questions 12 mark question (Q1 type) on electoral systems and/or amending the constitution in the US and UK	12 mark comparative questions (Q1 and Q2 types) on party systems and the representative nature of Congress and Parliament. 30 mark essay on the effectiveness of Congress. Mock exam of 2 hours to include one source question from C1, one essay question from C2 and a political ideas question on nationalism.	12 mark question on UK and US pressure groups 30 mark essay: Evaluate the extent to which the US political system allows for the success of interest groups. 12 mark comparison question (Q2) on the powers of the PM and President 30 mark essay on presidential power over foreign policy.

	Term 4	Term 5	Term 6
Topic/ Specification reference	Teacher 1: Core ideologies – Liberalism Teacher 2: US Supreme Court and civil rights Comparisons with UK.	Revision for all components	N/A
Knowledge	C3: The nature and role of the Supreme Court. The judicial review process. ▪ The appointment process for the Supreme Court ▪ Factors influencing the president's choice of nominee. ▪ The current composition and ideological balance of the Court. ▪ The impact of the Supreme Court on public policy in the US. ▪ The role of judicial activism and judicial restraint and criticisms of each. ▪ Rights protected by the Constitution, by the Bill of Rights, by subsequent constitutional amendments and by rulings of the Supreme Court. Race and rights in contemporary US politics. Interpretations and debates of the US Supreme Court and civil rights. ▪ The political versus judicial nature of the Supreme Court. ▪ Living Constitution ideology as against originalism. ▪ How effectively civil and constitutional rights have been upheld by the Supreme Court ▪ The successes and failures of measures to promote equality, including affirmative action and immigration reform C1: Liberalism Core ideas and principles of liberalism and how they relate to human nature, the state, society and the economy: ▪ individualism ▪ individualism ▪ freedom/liberty	Completion of work on rights from term 4. E.g. affirmative action and the role of Congress and pressure groups in protecting rights. Comparisons of US and UK judiciary and protection of rights. Revisit the Constitution and assess its effectiveness and suitability for the 21st century in light of having studied the whole course.	

	▪ state ▪ rationalism ▪ equality/social justice ▪ liberal democracy The differing views and tensions within liberalism: ▪ classical liberalism ▪ modern liberalism ▪ The Liberal Thinkers: John Locke Mary Wollstonecraft John Stuart Mill John Rawls Betty Friedan		
Skills	Comparative politics between US and UK judiciaries. Developing skills for political ideas essays. Essay skills for US Paper: writing a balanced answer that addresses both sides of the argument with a clear sense of judgment. Arguments and counter arguments to be well supported by recent examples. Revisiting revision skills.	Revisiting all skills so far with particular emphasis on source skills as these have not been addressed since Y12 in depth. Getting the timing right in exam conditions. Essay planning under time pressure.	Students revise for all components
Key vocabulary	Conservative justice Imperial judiciary Judicial activism Judicial restraint Judicial review Liberal justice Living constitution Originalism Public policy Stare decisis Strict/loose constructionist Swing justice Constitutional rights Racial equality Affirmative action Foundational equality		

	Formal equality Equality of opportunity Social contract Meritocracy Mechanistic theory Tolerance Limited government Egoistical individualism Developmental individualism Negative freedom Positive freedom Laissez-faire capitalism Keynesianism Harm principle Minimal state Enabling state		
Assessment	Mock exam: 2 hour Component 3 paper. Involves answering 2 x 12 mark comparative questions (Q1 and Q2) and 2 x 30 mark essays from a choice of three. Political ideas essay on Socialism.	Timed essays on the effectiveness of the US Constitution and on the Supreme Court and/or the protection of rights. Timed source question from C1 or C2 to revisit skills. Timed political ideas essay on Liberalism Final exams Begin.	Final exams