

Intent

The Government and Politics A-Level intends to ensure sixth form students develop the ability to understand and critically evaluate contemporary political structures in their historical contexts, both in the UK and globally. Throughout the course, students will develop knowledge and an informed understanding of the influences and interests which have an impact on decisions in government and politics whilst also examining the rights and responsibilities of individuals and groups that can exert pressure on political decisions.

The course is divided into three core components: Politics, Government, and Global Comparative Politics. It is the intent of these units to facilitate students growing understanding of the evolving political world, and encourage them to immerse themselves in burgeoning political issues of the day. The investigations pursued whilst studying these units will encourage students to develop critical skills of debating, evaluating and interrogating a range of political opinions.

Implementation

The course will be implemented in the following way, to support the Intent of the course outlined above:

- In Year 12 the course will be taught in a linear structure, progressing from UK Politics, to UK Government. In Year 13, the final Unit, Global Comparative Politics will be taught with interleaved revision lessons for the previous units to ensure that students are prepared for Summer examinations
- Students will have knowledge assessed in a variety of ways, for both substantive knowledge and written examination skills. To support written examination skills the question stems of each examination paper will be used and students will sit the assessment in timed conditions. Where possible, students will be assessed using past-paper exam questions, in order to utilise the bespoke feedback from examiners reports and the examination board.
- Each written assessment will be marked in a dialogic manner, utilising further enquiry questions to promote reflection and stimulate avenues for further development of their work.
- Each assessment will be followed by a PIT lesson during which students respond to the in depth written feedback of their teacher and use the developmental points to re-write part/all of their responses. Use of model answers, either provided by the exam board, or by the subject teacher will be used to set the benchmark for students to improve their work.
- Termly knowledge quizzes and challenging homework are used to support the learning of each topic. The homework set ranges from flipped learning, using documentaries or contemporary political articles to link to the current topic.
- There will also be at least one more formative assessment throughout the term, where students will write responses to examination style questions based on the current topic in order to demonstrate their understanding.
- All lessons are differentiated with extension work to challenge the most able and scaffolding to support those of a lower ability or with a specific need.

Impact

The implementation of the course in this way will not only improve outcomes for all pupils, regardless of their background, but encourage students to foster skills of analysis, criticality, and an understanding of the intricate political systems in the world around us. The following will ensure that these are achieved.

- Termly assessments all of which are tracked on Pupil Progress with clear QLA allow staff to track attainment and identify trends over time, as well as identifying areas of weakness or any pupils who require extra support.
- The diverse range of topics, and debates that the students engage in (many of which are challenging and contentious) will enhance our pupils' ability to become global citizens ready to navigate the world.
- A focus on key terms, spelling and grammar supports pupils' literacy and has a cross-curricular impact. The philosophical and historical features of the course will inevitably expand the cultural capital of students, and develop a wider understanding of the world around them.
- Greater awareness of British values, SMSC and protected characteristics due to these elements being highlighted/referred to where relevant in the units of work.
- The frequent use of debate and discussion will strengthen the resilience of our pupils and it ensures that they are ready and confident to successfully embark upon their lives outside of the school setting.