**A Level Politics –Paper 1**
**Revision Guide**

‘Let’s get revision done!’



Name ………………………………………………………….
I am aiming for a grade in my final exams.

**A Level Politics Revision Guide**

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**Section 1 – Component 1**

UK Politics

* Democracy and Participation
* Political Parties
* Electoral Systems
* Voting behaviour and the media

Core ideologies

Separate booklet for this section.

**Section 2 – Exam questions**

* Sample questions

**How to use this guide**

* This guide should help you to start your revision, but this should not be the only revision that you do (see the revision support section of this guide).
	+ **Aiming for A**: clue in the name! Those aiming for A\*/A grades should complete these tasks.
* Some tasks will require you to use your notes, others will require you to use additional reading e.g. Politics Review
* **There will be regular checks of this guide every 2 weeks – this will be an additional independent study task.**
* **You should be spending around 5 hours per week on this revision.**

**Assessment guidance**

* The A Level asks a variety of different questions; some will include a source that will be used as stimulus, others will be more straight-forward essay questions.
* Sometimes you will be given a choice of questions, other times there will only be on compulsory question. **This makes revision of all of the course content essential**.
* Each exam will last for 2 hours, be worth 84 marks, and make up 33.3% of the A Level.

Paper 1 (UK Politics and Core Political Ideas):

* Section A (Political participation)
	1. One 30-mark question from a choice of two (each question uses a source) – students must complete one of these.
	2. Plus one 30-mark question from a choice of two – students must complete one of these.
* Section B (Core Political Ideas – conservatism/liberalism/socialism) –
	1. One 24-mark question from a choice of two

Paper 2 (UK Government and Non-Core Political Idea):

* Section A (Political participation) –
	1. One 30-mark question from a choice of two (each question uses a source) – students must complete one of these.
	2. Plus one 30-mark question from a choice of two – students must complete one of these.
* Section B (Non-core Political Idea – feminism) –
	1. One 24-mark question from a choice of two

Paper 3 (Global Politics):

* Section A
	1. One 12-mark question from a choice of two
* Section B
	1. One **compulsory** 12-mark question focused on comparative theories
* Section C
	1. Two 30-mark questions from a choice of three

Timings

* 12 mark questions = 15 minutes
* 24 mark questions = 30 minutes
* 30 mark questions = 45 minutes (remember to include reading time for source questions)

**Revision support**

1. Make yourself a **revision timetable** and STICK TO IT! Divide your day into thirds and spend two of those thirds each day revising e.g. have a lie in, but revise in the afternoon and evening; get up early, revise in the morning and afternoon, then go out in the evening. For each section of your day, specify which topics you will revise e.g. don’t just write ‘Politics’ but instead ‘Socialism – core themes’.
2. The earlier that you start revising, the better chance of success you have in your exams. This sounds obvious, but procrastination is the thief of time! **Turn off Netflix, put your phone in a different room and focus!**
3. Remember the end goal – you want to be doing what YOU want in September, whether that is university, an apprenticeship or work. Your A Level grades will be asked for by universities and employers not just as a mark of your intelligence at 18 but as an indicator of attitude, effort and hard work.

Types of task

There are a number of tasks that may feel like revision but are a waste of your time. We would strongly advise you not to use these as a form of revision as they will just take up your time and prevent more meaningful revision:

**X** Reading through your notes – passive and no impact on long term memory!

**X** Highlighting key words in your notes/textbooks – isolating information is not a skill required of A Level students

**X** Copying out your notes – works well for short term retention of information, will not aid you in an exam

**X** Don’t just focus on content - knowing everything on the specification is of no use if you don’t know how to apply it (think back to your first bits of assessed work in Year 12!)

Meaningful revision should include repetition of information, selecting the best evidence to support arguments and applying that knowledge to questions.

* **Condense** information – turn an A4 page into an A5 page. Then turn that into a flash card.
* Aid your explanation by creating ‘how’ and ‘why’ flash cards which require **explanation** e.g. ‘why are some pressure groups considered to be elitist?’. Your card would contain an explanation of why with well-selected evidence.
* **Verbalise** your revision: work with friends of family to explain concepts to them (just make sure that they have the answers to check if you are right!)
* **Mind maps** can help you to make links between political ideas and events – this a key skill needed at A Level. Don’t feel confined by exam papers, make links between all aspect of your course.
* **Chunk** your revision and make it manageable. Break each module into smaller topics, this has many benefits: it makes work seem more manageable, you can track your progress more easily and feel more satisfaction from the work that you have done. Make sure that it is ordered and logical.
* **Practice**: after you have created and learned flash cards and mind maps, you need to apply the knowledge. This is crucial. **Use section 4 of this guide to create a plan for each of the questions and hand these in to be marked – ensure that these are quite detailed. In the month running up to your exams, start writing answers to them in timed conditions. The more detailed your plan, the harder your brain has had to work and the better prepared you will be.**
* Go back to model answers that you have been given; look at your assessed work. Have you taken on board all of the advice that you have been given to improve?
* **Attend revision sessions, use your teachers and be proactive – seek help from me whenever you need it.**

**Section 1 – Component 1**

UK Politics

**Democracy and Participation**

1. Define the following key terms
***Aiming for A****:* provide a specific example to support the key term – this should be the best example that you can select to illustrate each term

|  |  |  |
| --- | --- | --- |
| **Key term** | **Definition** | **Example** |
| **Legitimacy** |  |  |
| **Direct Democracy** |  |  |
| **Representative Democracy** |  |  |
| **Pluralist Democracy** |  |  |
| **Democratic deficit** |  |  |
| **Participation crisis** |  |  |
| **Franchise/suffrage** |  |  |
| **Think tanks** |  |  |
| **Lobbyists** |  |  |

Direct Democracy

1. Outline the **key features** of direct democracy on the bubble map below

2. Expand the bubble map to explain the **advantages and disadvantages** of this type of democracy.

***Aiming for A***: rank the advantages and disadvantages from greatest advantage/disadvantage downwards. How far can direct democracy be used to enhance representative democracy?

Representative Democracy

1. Outline the **key features** of representative democracy on the bubble map below

2. Expand the bubble map to explain the **advantages and disadvantages** of this type of democracy.

***Aiming for A***: rank the advantages and disadvantages from greatest advantage/disadvantage downwards.

3. Compare and contrast (similarity and differences) direct and representative democracy in the UK. Do this in a Venn diagram.

1. What needs to change to improve representative democracy in the UK? Note down three ideas, with an explanation of how this might happen, and why it is needed?

i)....................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................

ii)....................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................

iii)....................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................

Democracy in the UK

1. What are the criteria for a democratic society? Summarise them below in a way that suits your revision style.

How democratic is the UK political system?

1.Watch the video at <https://www.youtube.com/watch?v=ARnQmrLxjBk> and use your textbooks/key notes to complete the table on the next page.

Try to select a precise example to illustrate your explanations in the table.

|  |  |  |
| --- | --- | --- |
| **Feature of democracy** | **Arguments that it is democratic** | **Counter argument** |
| Peaceful transition of power |  |  |
| Free elections |  |  |
| Fair elections |  |  |
| Widespread participation |  |  |
| Freedom of expression |  |  |
| Freedom of association |  |  |
| Protection of rights and liberties |  |  |
| Limited government and constitutionalism |  |  |

2. Overall, how democratic is the UK? Write a few PEACE arguments.

**Political participation in the UK**

Widening the franchise

Summarise the **key elements** of each act including:

* numbers who could vote before and after each act
* Impact of each act on extending the franchise based on class, gender, ethnicity and age
* **Why** was the act passed – what was the historical context of each act?
* What was the political impact of each act in securing legitimacy?

**1832 Great Reform Act**

**1867 Second Reform Act**

**1872 Ballot Act**

**1884 Third Reform Act**

**1918 Representation of the People Act**

**1928 Representation of the People Act**

**1969 Representation of the People Ac**

**2016 Scottish Elections Act**

***Aiming for A***:

Look at current participation levels in terms of gender, age, class and ethnicity. Have extensions to the franchise been successful?

The work of suffragists and suffragettes

Explain the role that the suffragists/suffragettes played in extending the

franchise. This must be **no fewer than 100 words**.

Withholding the franchise

1. Which groups of people are unable to vote in UK elections?

2.what are the arguments that barriers to the franchise should remain – e.g. for prisoners, foreign national and those under 18 etc. What are those against (include the work of **relevant pressure groups** in this task)

Current issues with the franchise

1. Explain the arguments in each issue concerning the franchise
2 Try to make links to the work of specific pressure groups and the views of different UK political parties – you may include anything else that you feel relevant.

**E-voting**

|  |  |
| --- | --- |
| **Arguments in favour** | **Arguments against** |
|  |  |

**Votes for 16-17 year olds**

|  |  |
| --- | --- |
| **Arguments in favour** | **Arguments against** |
|  |  |

**Compulsory voting**

|  |  |
| --- | --- |
| **Arguments in favour** | **Arguments against** |
|  |  |

**Registration reform**

1. The system before and after 2014

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1. Implications of these changes

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1. Possible solutions?

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Is the UK experiencing a participation crisis?

Go prechewedpolitics.co.uk. Select the UK page and then Democracy and participation section. Watch video 4 on whether the UK is experiencing a participation crisis and complete the table below.

|  |  |
| --- | --- |
| How has turnout at UK general elections changed in recent decades? |  |
| Why is turnout important in a representative democracy? |  |
| What is differential turnout? Why are average turnout figures so misleading? |  |
| What evidence is there of partisan dealignment in the UK? |  |
| What is meant by ‘apathy’ and ‘hapathy’? Why might they affect turnout levels? |  |
| Why might formal political participation be healthier than previously thought? |  |
| What is e-democracy, and what examples of it can be found in the UK? |  |
| What does the 2019 Audit of Political Engagement suggest about the health of representative democracy in the UK? |  |

Pressure groups

1. Complete the following:

A pressure group is ......................................................................................................................
..........................................................................................................................................................................................................................................................................................................

The functions of pressure groups are:

1.

2.

3.

4.

5.

6.

7.

2. Outline the features and functions of the following types of pressure group
3.Give an example of one pressure group to support your explanation along with a relevant campaign (be as precise and specific as possible).

|  |  |  |
| --- | --- | --- |
| **Promotional (cause/issue)** | **Sectional (interest)** | **Social movements** |
|  |  |  |

|  |  |
| --- | --- |
| **Insider** | **Outsider** |
|  |  |

Pressure group methods

1. Create a mind map of the different methods used by pressure groups – explain what these methods are and how far they affect the influence of groups.

2. In addition, explain the advantages and disadvantages of these methods. Select a precise and relevant example to illustrate each side – **use your case studies here**.

***Aiming for A***: in addition, how far does each method strengthen (or weaken) democracy, representation and participation?

Pressure group success

1. Rank the factors that affect pressure group success from ‘most important’ to ‘least important’
2. Add an explanation and illustrative example (precise and relevant)

**Most successful**

 **Least successful**

Pressure groups and democracy

Go to prechewedpolitics.co.uk and select the UK page and then Pressure Groups section. Watch videos 1+2 on whether pressure groups are good or bad for democracy and fill in the tables below.

Are Pressure groups good or bad for democracy? Pt1

|  |  |
| --- | --- |
| Why is the functional representation provided by pressure groups important? |  |
| What is NIMBYism and hyperpluralism? What is problematic about pressure group representation?  |  |
| Why is it important that people are able to participate in politics through pressure groups? |  |
| Why is the internal democracy of many groups an issue? |  |
| What are ‘cheque-book members’? |  |
| What is the difference between primary and secondary pressure groups? |  |
| How do pressure groups educate the public? |  |
| What is clicktivism? |  |
| How can the education provided by pressure groups be questioned? |  |

Are Pressure groups good or bad for democracy? Pt2

|  |  |
| --- | --- |
| What is pluralist theory? What is a pluralist democracy? |  |
| What is the ‘revolving door’? |  |
| What is elite theory? How could pressure groups actually reinforce, rather than challenge, political inequality? |  |
| How can pressure groups help limit the power of government?  |  |
| Why did Douglas Hurd describe pressure groups as “serpents that strangle efficient government’? |  |
| What is the tyranny of the minority? |  |
| How does the electoral mandate won by the government in recent decades affect the scrutiny role of pressure groups? |  |

2. Research competing pressure groups who pitch against one another - note their membership as well as their failures and victories.

Think tanks and lobbyists

1. Complete the following definitions

Think tanks are ..................................................................................................................................
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Think tanks promote democracy because ..........................................................................................
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for example, ......................................................................................................................................
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However, think tanks are bad for democracy because ........................................................................
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for example, ......................................................................................................................................
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2. Note the work of two think tanks and their contribution to political debate.

3. Complete the following definitions

Lobbyists are .....................................................................................................................................
.................................................................................................................................................................................................................................................................................................................................................................................................................................................................................
Lobbyists and lobbying firms have faced criticism because ................................................................
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for example, ......................................................................................................................................
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Pressure groups are different from parties because ...........................................................................
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4. Compile a checklist of three major companies with political impact in the political world. How have they influenced government, and what were the reasons for this influence?

5. Pull together ideas on whether pressure groups are good for democracy in the table below – add **brief** points and pressure group examples if possible.

|  |  |
| --- | --- |
| **Good for democracy** | **Bad for democracy** |
|  |  |

Rights in context

Civil liberties are ................................................................................................................................
......................................................................................................................................................................................................................................................................................................................
for example, ......................................................................................................................................
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Human rights are ...............................................................................................................................
......................................................................................................................................................................................................................................................................................................................
for example, ......................................................................................................................................
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1. For each piece of legislation, summarise what it did to enhance and protect the rights of citizens.
2. For each act, in a different colour, explain why it was **significant** in the protection or enhancement of rights.

**1215 Magna Carta**

**1998 Human Rights Act**

**2000 Freedom of Information Act**

**2010 Equality Act**

Rights and responsibilities

1. Identify the strengths and weaknesses of rights in the UK
2. Clearly explain why these are strengths and weaknesses

***Aiming for A***: provide a clear and well selected example to support each strength/weakness

|  |  |
| --- | --- |
| **Strengths of rights in the UK** | **Weaknesses of rights in the UK** |
|  |  |

3. Explain how judicial review has been used to increase the protection of citizens’ rights with two well-selected examples of this.

***Aiming for A:*** what criticism is given of the use of judicial review in protecting rights?

4. List the responsibilities that citizens have in the UK?

5. What tensions are there between rights and responsibilities in the UK? (include specific examples/cases)

***Why does the Conservative Party want to reform and or abolish the Human Rights Act 1998?***

1. Why is the Conservative Party concerned about the Human Rights Act?

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1. Outline the arguments for reform of the Human Rights Act

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1. Outline the obstacles to reform of the Human Rights Act

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1. Explain why reforming the Human Rights Act is ‘easier said than done’.

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Who protects rights in the UK?

1. Create a spectrum on the next page running from ‘protects rights well’ to ‘protects rights poorly’. Add the following to your spectrum:

* Judges
* Parliament
* The State
* The EU
* Pressure Groups

Explain how each protects rights, justify its position on your spectrum. 50 word max for each

***Aiming for A:*** add two case studies/pieces of evidence for each (in support and against) and explain how each case illustrates your point.

Protects rights well

 Protect rights poorly

What role do pressure groups play in protecting our rights?

1. Focus on the work and actions of Liberty and The Howard League for Penal Reform. What actions have they taken to protect and extend rights in the UK?
2. For each outline their objectives and their failures and successes

|  |  |
| --- | --- |
| **Liberty** | **The Howard League for Penal Reform** |
|  |  |

***Aiming for A***: which factor is most important in determining the success of pressure groups who wish to protect rights in the UK? Why?

**Political Parties**

1.Define the following key terms
***Aiming for A***: provide a specific example to support each key term – this should be the best example that you can select to illustrate each term

|  |  |  |
| --- | --- | --- |
| **Key term** | **Definition** | **Example** |
| Right wing |  |  |
| Left wing |  |  |
| One Nation |  |  |
| New Right |  |  |
| Old Labour |  |  |
| New Labour |  |  |
| Classical Liberal |  |  |
| Modern Liberal |  |  |
| Party Systems |  |  |

2. Annotate this political spectrum with UK parties, including the minor parties from your case studies.
3. Add in a summary of why you have placed each party where you have on the spectrum – 25 words.

***Aiming for A:*** add a specific party policy from the 2017/2019 election manifestoes that illustrates why you have place each party where you have.

Left-wing Right-wing

4. Summarise left wing and right wing views on the following issues (applicable to the UK).
5. In a different colour, explain the variations of these ideas that have developed in the UK (you may need to link to some of your work on ideologies) – for example, think about centre-left and centre-right policies, as opposed to simply left and right wing (e.g. New Labour or post-War One Nation Tories)

|  |  |  |
| --- | --- | --- |
|  | **Left wing** | **Right wing** |
| **Economic ideas** |  |  |
| **Social ideas** |  |  |

The role of political parties

1. List the **functions** of a political party.
2. Rank the functions that parties fulfil from most important to least important with an explanation of why you have ranked them in the way that you have.

***Aiming for A***: what is the importance of the role that parties play in a representative democracy?
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3. Answer the following core questions - illustrate each answer with at least one UK example (in a different colour), e.g. Conservative manifesto promises in 2019.

1. What is the doctrine of the mandate?

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1. Why is it significant that the doctrine of the mandate exists?

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1. What problems exist with the doctrine of the mandate?

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1. Why is it important that parties provide precise manifestoes to the electorate during election campaigns?

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How UK political parties are funded

1. Complete the table of the different ways in which UK parties are funded, with a brief summary of what each method is and at least amount of funds raised for each.

|  |  |
| --- | --- |
| **Methods of funding UK parties** | **Amounts raised** |
|  |  |
|  |  |
|  |  |

2. How far does this achieve fairness in the funding of parties in the UK? What is the impact of this on electoral success? Support your answer with examples from different elections.

3. Complete the table that surrounds the debate concerning UK party funding.

|  |  |
| --- | --- |
| **Arguments in favour of state funding of parties** | **Arguments against state funding of parties** |
|  |  |

4.Using the S/W/O/T mode, evaluate the funding of parties in the UK.

|  |  |
| --- | --- |
| **Strengths** | **Weaknesses** |
|  |  |
| **Opportunities** | **Threats** |
|  |  |

***Aiming for A***: How does the funding of UK parties compare to the USA and funding in other countries?

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Political Parties – The Conservative Party

1. Create a mind map for the Conservative party showing its origins and developments. Use the following on your road map – keep it simple:

* Different strands of thought or dominant factions in the party, e.g. Thatcherism
* Change in direction where the party has changed its approach, e.g. the 1980s/New Right
* Key policies/strategies for different Conservative governments, e.g. Thatcher – efforts to lower inflation, cuts to the welfare state, etc.

2. For each faction of the party, outline their beliefs in the following policy areas, with specific policy examples from across time (i.e. not just current policy)

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Traditional Conservative Party** | **New Right Conservative Party** | **Today’s Conservative Party** |
| **Economy** |  |  |  |
| **Law and Order** |  |  |  |
| **Welfare** |  |  |  |
| **Foreign Policy** |  |  |  |

3. For each faction in the Conservative Party, summarise their beliefs, and the extent to which they differ from the rest of their party.

* Cornerstone

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* Conservative Way Forward

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* Tory Reform Group

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* European Research Group

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**Exam practice: Evaluate the view that the Conservative Party has stayed true to traditional Conservative values [30]**

1. Complete the definition to the question below and the mind mapped plan
2.In addition, what is your line of argument?
***Aiming for A***: mind map a plan to this question but write out your mini conclusions and your overall conclusion.

**Definition**.................................................................................................................................................................................................................................................................................................................................................................................................................................................................................
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**Line of argument**

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**Essay plan/Mind map plan + mini-conclusions for each part + overall evaluation/conclusion at the bottom of the plan**

Political Parties – The Labour Party

Create a mind map for the Labour party showing its origins and developments. Use the following on your road map:

* Different strands of thought or dominant factions in the party, e.g. New Labour
* Change in direction where the party has changed its approach, e.g. the 1990s/Third Way
* Key policies/strategies for different Labour governments, e.g. Post-War Labour – nationalisation/collectivist policies

2. For each faction of the party, outline their beliefs in the following policy areas, with specific policy examples from across time (i.e. not just current policy)

|  |  |  |  |
| --- | --- | --- | --- |
|  | **‘Old’ Labour**  | **New Labour** | **Today’s Labour Party** |
| **Economy** |  |  |  |
| **Law and Order** |  |  |  |
| **Welfare** |  |  |  |
| **Foreign Policy** |  |  |  |

***Aiming for A***: is it true to suggest that the Labour Party is the most internally divided party in the UK?

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3. For each faction in the Labour Party, summarise their beliefs, and the extent to which they differ from the rest of their party.

* Momentum

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* Blairites

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* Blue Labour

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* Labour Together

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***Exam practice:* Evaluate the view that the Labour has stayed true to socialist values** [30]

1. Complete the definition to the question below and the mind mapped plan
2.In addition, what is your line of argument?
***Aiming for A***: mind map a plan to this question but write out your mini conclusions and your overall conclusion.

**Definition**.................................................................................................................................................................................................................................................................................................................................................................................................................................................................................
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**Line of argument**

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**Essay plan/Mind map plan + mini-conclusions for each part + overall evaluation/conclusion at the bottom of the plan**

Political Parties – The Liberal Democrats

1.Create a mind map for the Liberal Democrats showing its origins and developments. Use the following on your road map – keep it simple:

* Different strands of thought or dominant factions in the party, e.g. Orange Book LibDems
* Change in direction where the party has changed its approach, e.g. the coalition years
* Key policies/strategies for different Liberal Democrats, e.g. pro-European integration, constitutional/democratic reform.

2. For each faction of the party, outline their beliefs in the following policy areas, with specific policy examples from across time (i.e. not just current policy)

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Liberal Democrats pre-2010** | **Liberal Democrats in coalition** | **Today’s Lib Dems** |
| **Economy** |  |  |  |
| **Law and Order** |  |  |  |
| **Welfare** |  |  |  |
| **Foreign Policy** |  |  |  |

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***Aiming for A***: can the Liberal Democrats ever expect to win political power again?

***Extended task***: for each faction in the Liberal Democrats, summarise their beliefs, and the extent to which they differ from the rest of their party.

* Orange Book Liberals

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* Social Liberals

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To what extent are the three main UK parties influences by the ideas of **liberalism**? Consider the following issues:

* The protection of human rights

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* Constitutional reform

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* Social justice

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* Welfare

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* Formal equality

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* Equality of opportunity

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* Law and order

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* Foreign Policy

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.........................................................................................................................................................Political Parties –

Other UK parties

1. Create a mind map for UK political parties from 1990 onwards, showing their development and electoral success. Use a different colour for each party, and include the following parties: SNP, UKIP/Brexit Party and the Green Party.

Include details on electoral success, numbers of seats in Parliament, key policies, etc.

2. For each general election, find the share of the vote that each party has gained.

|  |  |  |
| --- | --- | --- |
| **Party** | **Share of vote** | **Number of seats** |
| **Cons** |  |  |
| **Lab** |  |  |
| **LD** |  |  |
| **SNP** |  |  |
| **UKIP** |  |  |
| **Green** |  |  |
| **Other?** |  |  |

**1997 2001**

|  |  |  |
| --- | --- | --- |
| **Party** | **Share of vote** | **Number of seats** |
| **Cons** |  |  |
| **Lab** |  |  |
| **LD** |  |  |
| **SNP** |  |  |
| **UKIP** |  |  |
| **Green** |  |  |
| **Other?** |  |  |

**2005 2010**

|  |  |  |
| --- | --- | --- |
| **Party** | **Share of vote** | **Number of seats** |
| **Cons** |  |  |
| **Lab** |  |  |
| **LD** |  |  |
| **SNP** |  |  |
| **UKIP** |  |  |
| **Green** |  |  |
| **Other?** |  |  |

|  |  |  |
| --- | --- | --- |
| **Party** | **Share of vote** | **Number of seats** |
| **Cons** |  |  |
| **Lab** |  |  |
| **LD** |  |  |
| **SNP** |  |  |
| **UKIP** |  |  |
| **Green** |  |  |
| **Other?** |  |  |

|  |  |  |
| --- | --- | --- |
| **Party** | **Share of vote** | **Number of seats** |
| **Cons** |  |  |
| **Lab** |  |  |
| **LD** |  |  |
| **SNP** |  |  |
| **UKIP** |  |  |
| **Green** |  |  |
| **Other?** |  |  |

|  |  |  |
| --- | --- | --- |
| **Party** | **Share of vote** | **Number of seats** |
| **Cons** |  |  |
| **Lab** |  |  |
| **LD** |  |  |
| **SNP** |  |  |
| **UKIP** |  |  |
| **Green** |  |  |
| **Other?** |  |  |

**2015
 2017**

3. What conclusions can you draw from this data about the success of minor parties in the UK since 1990?

4. What has been the impact of minor parties on the major parties in the UK political system?

***Aiming for A***: what are the prospects for the future success of minor parties in the UK?

**Minor party policies**

1. For each party, summarise their policies in each area.
***Aiming for A***: make links to policies from the 2017/2019 manifestoes

|  |  |
| --- | --- |
|  | **The SNP** |
| **Economy** |  |
| **Law and Order** |  |
| **Welfare** |  |
| **Foreign Policy** |  |

|  |  |
| --- | --- |
|  | **The SNP** |
| **Economy** |  |
| **Law and Order** |  |
| **Welfare** |  |
| **Foreign Policy** |  |

|  |  |
| --- | --- |
|  |  **UKIP** |
| **Economy** |  |
| **Law and Order** |  |
| **Welfare** |  |
| **Foreign Policy** |  |

|  |  |
| --- | --- |
|  |  **The SNP** |
| **Economy** |  |
| **Law and Order** |  |
| **Welfare** |  |
| **Foreign Policy** |  |

***Exam practice:* Evaluate the view that minor parties are now of limited significance in the UK** [30]

1.Write a definition/brief points for the questions and also the line of argument you would take.

2.Complete the planning table below.

**Introduction/definition/structure?**

**Line of argument**

|  |  |
| --- | --- |
| **Argument** | **Counter-argument (however,..)** |
|  |  |
| **Mini-conclusion/’Therefore…’** |
| **Argument** | **Counter-argument (however, …)** |
| **Mini-conclusion/’Therefore…’** |
| **Argument** | **Counter-argument (however,..)** |
| **Mini-conclusion/’Therefore…’** |
| **Overall conclusion** |

Consensus and adversary politics

*1*. Define the key terms
2. Give an example of each period in UK political history and assess how the major parties fit into this dichotomy

**Aiming for A:** who are the specific individuals and what are the specific policies associated with each of these periods in British political history?

**Consensus politics**

**Adversary politics**

***Trouble spot!*** What is the difference between adversarial politics and an adversarial style?

Party system classification

1. Complete the definitions of what the following party systems are.
2. In your summary, explain which electoral systems are most likely to relate in this party system

What is meant by the term ‘party system’?

One-party system

Dominant-party system

Two-party system

Three-party system

Multi-party system

3. Which party systems exist in the devolved regions, and how does that link to the electoral systems used in these regions?

1. Scotland
2. Wales
3. Northern Ireland

4.To what extent is the UK a two-party system? Your answer should refer to elections since 1945.

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***Aiming for A***:: review the number of seats won by parties in UK General Elections, with the percentage of votes won by parties. Does this give a conflicting picture of the party-system in the UK since 1979?





5. What kind of party system exists at a local level in the UK? Use evidence in your response.

Factors that affect party success

1. Complete the table below, with UK examples which illustrate each reason – or you can use these ideas to complete a mind map on the following page.

|  |  |
| --- | --- |
| **Why small parties fail** | **How small parties can succeed** |
| They lack funding................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................ | May find wealthy benefactors |
| The electoral system may discriminate against them................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................ | In devolved regions, PR helps small parties |
| The lack media exposure................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................ | Charismatic leader can help gain media support |
| People consider voting for them a wasted vote...................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................... | Fewer votes wasted in proportional systems |

Factors affecting party success and failure

Political parties and representation – functions of parties

***Core task***: Complete the table, with functions of political parties and also limitations for these (‘however’ points
***Aiming for A***: Evaluate the view that the UK could operate without parties. Can political change be achieved without being a political party?

|  |  |
| --- | --- |
| Enhance democracy | Limit democracy (however..) |
|  |  |

**Electoral Systems**

***Core task***: Define the following key terms
***Aiming for A***: provide a specific example to support the key term – this should be the best example that you can select to illustrate each term

|  |  |  |
| --- | --- | --- |
| **Key term** | **Definition** | **Example** |
| Plurality |  |  |
| Absolute majority |  |  |
| Majority government |  |  |
| Minority government |  |  |
| Safe seat |  |  |
| Marginal seat |  |  |
| Proportional representation |  |  |
| Referendum |  |  |
| Initiative |  |  |
| Tactical voting |  |  |
| Government by consent |  |  |
| Coalition government |  |  |

First Past the Post

1. Explain how First Past the Post works in the UK and what is meant by a single member simple plurality?

2. Explain the arguments for and against the use of FPTP, with supporting evidence for each argument – try to link arguments with counter-arguments

|  |  |
| --- | --- |
| Arguments for FPTP | Arguments against |
|  |  |

***Aiming for A***: rank arguments from strongest to weakest, and link arguments with counter arguments

3.Study the table of election results below. What inferences can you draw from it about FPTP?



4. what are the best bits of evidence to illustrate the FPTP **should not** be used; and what are the best bits of evidence to illustrate that FPTP **should** be used. Highlight these in two colours with a key.

***Aiming for A***: Read the Politics Review article ‘First Past the Post: Is it still fit for purpose?’. Make brief notes for the advantages/disadvantages of FPTP from this article.

**Exam practice: Evaluate the view that First Past the Post creates a strong and stable government in the UK** [30]

1.Write a definition/brief points for the questions and also the line of argument you would take.

2.Complete the planning table below.

**Introduction/definition/structure?**

**Line of argument**

|  |  |
| --- | --- |
| **Argument** | **Counter-argument (however,..)** |
|  |  |
| **Mini-conclusion/’Therefore…’** |
| **Argument** | **Counter-argument (however, …)** |
| **Mini-conclusion/’Therefore…’** |
| **Argument** | **Counter-argument (however,..)** |
| **Mini-conclusion/’Therefore…’** |
| **Overall conclusion** |

Different electoral systems

1. Explain how alternative electoral systems work in the UK – state where it is used, e.g. AMS for Scottish Parliament elections

* 1. AMS
	2. STV
	3. SV
	4. Party list system.

2. Complete the table below with arguments for and against the use of each system with 1 piece of supporting evidence for each argument. Try link the pro/con arguments.
***Aiming for A***: rank the alternative systems from strongest to weakest – explain why.

|  |  |  |  |
| --- | --- | --- | --- |
| Alternative system | Pros | Cons | Ranking and justification |
| AMS |  |  |  |
| STV |  |  |  |
| SV |  |  |  |

Election results using alternative systems

1. Complete the results table for the devolved elections below.
2. What impact has the electoral system used in each election had on the election result? How does the data illustrate this?
***Aiming for A***: are elections in these devolved regions providing a better form of democracy for citizens or not? Explain your decisions.

**Scotland**



***Aiming for A****:* are elections in this devolved region providing a better form of democracy for citizens or not? Explain your decisions………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

**Northern Ireland**



***Aiming for A****:* are elections in this devolved region providing a better form of democracy for citizens or not? Explain your decisions………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

**London Mayor**



***Aiming for A****:* are elections in this devolved region providing a better form of democracy for citizens or not? Explain your decisions………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

3. With examples, explain the difference between pluralistic/majoritarian systems and proportional systems.
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4. Compare the 2017/2019 general election results with the devolved elections above.

1. How are the outcomes different?
…………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………
2. What are the implications of these differences?

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***Aiming for A***: what debate exists in changing the electoral system of UK general elections? Is there a dilemma between fair representation and effective government?

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5. Answer the **evaluative** (AO3) summary questions in relation to electoral systems in the UK
You should try to include evidence in your answers to support your view?

1. What effect would a change in electoral system have on the party system and would such a change be desirable?

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1. What effect would a change in electoral system have on government formation and would such as change be desirable?

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1. What effect would a change in electoral system have on the UK’s democracy and on the experience of voters; would such a change be desirable?

………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

***Aiming for A***: What would the biggest impact of changing the electoral system be? Why

Referendums
1.Create a timeline of the key referendums that have been held in the UK since 1970
2. Summarise the issue and results of each referendum.
***Aiming for A***: what trends can you draw out of your timeline and the results?

1970

2016

Why are referendums called?

1. List the reasons that referendums have been called in the UK

2. Overall, what are the main reasons why referendums have been called?

***Aiming for A***: rank the reasons the referendums are called from most valid to least valid. Justify your ranking.

3. How far do you agree that referendums should only be called on matters of constitutional change?

………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………
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***4.***  Outline in the table below the advantages and disadvantages of using referendums
Try explain why these are advantages or disadvantages
***Aiming for A:*** support your explanation with specific UK examples

|  |  |
| --- | --- |
| Advantages | Disadvantages (however,…) |
|  |  |

5. Explain the following implications of referendums
Say whether each one is an advantage or disadvantage of referendums?

* Government gains direct consent
* Authority of government can be undermined
* The result could be too close for comfort
* No decisive outcome is reached

***Aiming for A***: could the government have predicated the scale of repercussions of the Brexit vote, based on evidence from previous referendums?

Referendums and representative democracy

***Core task***: explain the impacts that referendums have on representative democracy
***Extended task***: does this contrast with the way decisions are made by elected representatives – why and how?
***Aiming for A***: to what extent is representative democracy more desirable in the UK than direct democracy?

***Exam practice:* Evaluate the view that referendums should be used more widely to settle political issues in the UK** [30]

1. Complete the definition to the question below and the mind mapped plan
2.In addition, what is your line of argument?
***Aiming for A***: mind map a plan to this question but write out your mini conclusions and your overall conclusion.

Elections and in the UK

***1.*** List the functions of elections

***2.***  List/Explain why these functions are important in a representative democracy?
***Aiming for A***: illustrate your explanation with 2017and 2019 GE examples

How fair are UK elections? Hint: this is all elections which happen in the UK. Try to link the fair/unfair arguments.

|  |  |
| --- | --- |
| UK elections are fair | UK elections are unfair |
|  |  |

Elections and party systems

1***.*** What sort of governments does FPTP tend to produce in the UK?

2***.*** To what extent is this changing?

 ***Aiming for A*:** Does the UK have a two-party system because that is what FPTP produces, or because it is what people prefer?

***Aiming for A*:** Does the UK now have a multi-party system in terms of party support, but not in terms of parliamentary seats because of the election system?

3. Why is there a multi-party system in government at a local and regional level (e.g. councils) but not at a national level?

Election systems overall

1. What impact does each system have on government formation – complete the table below

|  |  |
| --- | --- |
| **Election system** | **Impact on government formation** |
| **FPTP** |  |
| **AMS** |  |
| **STV** |  |
| **SV** |  |

**2. Impact on voter participation, representation and choice – complete the table below**

|  |  |
| --- | --- |
| **Election system** | **Impact on voter participation, representation and choice** |
| **FPTP** |  |
| **AMS** |  |
| **STV** |  |
| **SV** |  |

**3. Impact on party success – complete the table below.**

|  |  |
| --- | --- |
| **Election system** | **Impact on party success** |
| **FPTP** |  |
| **AMS** |  |
| **STV** |  |
| **SV** |  |

Voting behaviour and the media

***1.***  Define the following key terms
***Aiming for A***: provide a specific example to support the key term – this should be the best example that you can select to illustrate each term

|  |  |  |
| --- | --- | --- |
| **Key term** | **Definition** | **Example** |
| Social class |  |  |
| Deviant voting |  |  |
| Swing/floating voter |  |  |
| Class dealignment |  |  |
| Partisan dealignment |  |  |
| Instrumental voting |  |  |
| Turnout |  |  |
| Apathy and disillusionment |  |  |
| Abstention |  |  |
| Core voters |  |  |
| Valence issues |  |  |
| Governing competence |  |  |
| Economic voting |  |  |
| Rational choice model |  |  |
| Salient issues/salience |  |  |
| Opinion Poll |  |  |

**Social factors affecting voting**

1. For each factor, decide how far it influences voting behaviour in UK elections- include some statistics if you can:

a. Class

b. Gender

c. Age

d. Ethnicity

e. Region

***Aiming for A***: Which factor(s) is most influential on voting behaviour

Social factors over time
1. Study elections from 1945 – have the social groups that vote for particular parties changed?

2. How have these changes been causes by how Britain has socially altered e.g. growing middle class, multiculturalism, aging population have affected voting behaviour

***Aiming for A***: based on the trends in voting behaviour in the UK, how reliable are social factors as a predictor of voting intentions/outcomes?

Class

1. What is class-based voting?

2. What is class dealignment and how has this affected how people vote?

1. Give examples of general elections where class dealignment has occurred, e.g. 2019

Turnout

1. Using the graph below, identify what trends have occurred with regards to turnout in UK general elections



***Aiming for A***: what impact can the media have on turnout? Support your answer with reference to specific elections.

Partisan dealignment

Summarise how partisan dealignment has impacted on UK general elections – give examples

Do you agree that partisan dealignment is coming to an end – again included reference to elections, e.g. 2017 and 2019

***Aiming for A:*** which do you think has had a greater impact on voting behaviour in the UK – class dealignment or partisan dealignment? Justify your judgement using evidence.

Voting trends and theories

1. Explain what is meant by the term valence and how it affects the way in which people vote. Support your explanation with at least 2 pieces of specific UK evidence

2. What differences are there between valence voting and economic voting?

3. Is valence voting or economic voting more important in a general election?

Explain why/why not with support from UK political evidence

***Aiming for A***: study recent opinion polls (see YouGov, Opinium, IpsosMori etc). Which party is currently ahead in the polls in terms of valence voting, positional voting and governing competency?

4. What is the rational choice model of voting behaviour?

5. What do parties do during an election to target voters that may be voting based on a rational decision?

***Aiming for A***: what were the salient issues in 2019?

1. What role do party leaders have on voting behaviour?
2. Annotate the party leaders/key figures below to explain what qualities that they may or may not have which is important to voters.







1. Consider the current leaders of the UK parties, which have positive images, which have negative images and why?

***Aiming for A***: create an argument that a party leader is of limited significance to the success of a party in an election. Support your view with precise evidence.

Tactical voting

1. What impact does tactical voting have in UK general elections? Explain in one colour

2. Using a different colour, explain the reasons behind tactical voting in the UK

The media and opinion polls

1. For each type of media summarise arguments that it does and does not influence voting behaviour
2. For each argument identified, explain why it shows an influence and support it with evidence of this (or not)

***Aiming for A***: in the final column, make a comparative judgement about the relative importance of each form of media

|  |  |  |  |
| --- | --- | --- | --- |
| **Aspect** | **Influence** | **Limited influence** | **Comparative judgement** |
| **Broadcast** |  |  |  |
| **The press** |  |  |  |
| **Social media** |  |  |  |
| **Opinion polls** |  |  |  |

3. Should the publication of opinion polls be banned during election campaigns? Assess both sides of this question, with support from evidence, before reaching a judgement.

***Aiming for A***: distinguish between the long term and short-term factors that influence voting behaviour. Which is most significant and why?

General Election case studies

*N.B. It is expected that you refer to your three case studies where appropriate when answering questions on voting behaviour and the media – one must be pre-1997; the 1997 election and one post-1997*

1. Complete the information and evidence section of the table for each election
2. Fill in the third column, evaluating how different each aspect of each election was from the others

|  |
| --- |
| **1979 General Election** |
| Aspect of election | Information and evidence | Comparison of elections |
| **Outcomes** (for each party - % of vote and number of seats) |  |  |
| **Turnout** (did this election follow the norms/ trends of the time?) |  |  |
| **Voting behaviour** – key factors that influenced voting behaviour in this election |  |  |
| **Impact of issues** - valence and salient issues |  |  |
| **Impact of party leaders** – did leaders make a difference or was it not apparent? |  |  |
| **Impact of the campaign** – strategy and planning |  |  |
| **Impact of the media**  |  |  |

***Aiming for A***: was this a remarkable or fairly standard general election? Explain your judgement with reference to the table above.

|  |
| --- |
| **1997 General Election** |
| Aspect of election | Information and evidence | Comparison of elections |
| **Outcomes**(for each party - % of vote and number of seats) |  |  |
| **Turnout** (did this election follow the norms/ trends of the time?) |  |  |
| **Voting behaviour** – key factors that influenced voting behaviour in this election |  |  |
| **Impact of issues** - valence and salient issues |  |  |
| **Impact of party leaders** – did leaders make a difference or was it not apparent? |  |  |
| **Impact of the campaign** – strategy and planning |  |  |
| **Impact of the media** |  |  |

***Aiming for A***: was this a remarkable or fairly standard general election? Explain your judgement with reference to the table above.

|  |
| --- |
| **2019 General Election** |
| Aspect of election | Information and evidence | Comparison of elections |
| **Outcomes**(for each party - % of vote and number of seats) |  |  |
| **Turnout** (did this election follow the norms/ trends of the time?) |  |  |
| **Voting behaviour** – key factors that influenced voting behaviour in this election |  |  |
| **Impact of issues** - valence and salient issues |  |  |
| **Impact of party leaders** – did leaders make a difference or was it not apparent? |  |  |
| **Impact of the campaign** – strategy and planning |  |  |
| **Impact of the media** |  |  |

***Aiming for A***: was this a remarkable or fairly standard general election? Explain your judgement with reference to the table above.

**Section 3 – Exam questions**

UK politics 30-mark source questions



Using the source, evaluate the view that the Westminster voting system should be reformed.



1c. *This source is adapted from a report produced in 2014 by The University of London Constitutional unit, called ‘Is Britain Facing a Crisis of Democracy?’ The report was based on a four-year research project on this issue.*

‘On certain measures, Britain does, indeed, appear to be facing something of a participation crisis in its political system. Levels of trust in government and confidence in the political system are lower than they were little more than a decade ago. Electoral turnout has fallen sharply, most noticeably at the 2001 general election. Meanwhile, the introduction of new political institutions since 1997, designed in part to restore people’s trust and confidence, appears to have had little impact.

On the other hand, people do not seem more disengaged from the political system. Participation outside the ballot box has increased somewhat over the last fifteen or so years. Levels of political interest have not fallen, and people remain confident in their own ability to engage with the political process and to believe in the importance of voting at elections.

Perhaps the most reassuring evidence from our research is that which suggests the decline in trust and turnout is not due to long-term social forces, but to short-term political ones. The most plausible explanation for the decline in trust is the public reaction to allegations of misconduct and ‘sleaze’ on the part of politicians.

These conclusions suggest that the remedies for any ‘crisis’ largely lie in the hands of politicians themselves. Trust is acquired when words and actions accord with one another. And only a closely fought and clear competition between the parties appears to prompt many citizens to cast their vote. Meanwhile constitutional change should not be regarded as a quick fix. However, it would be wise to look to measures to both reform and improve democracy in the UK. Hence, British democracy – and especially its politicians – certainly face a ‘challenge’. But talk of a ‘crisis’ is premature.’

**Using the source, evaluate the view that UK democracy is in crisis**

**1d.** *This source is adapted from information on the Parliament website about the party system and information on the ‘Vice magazine’ UK website focused on minority parties.*



**Using the source, evaluate the view that the major parties still remain the dominant force in UK politics.**

1e. *The source presents two different views of the social media group, 38 Degrees – one from David Babbs who welcomes the group’s activities because it alerts citizens to a current issue and empowers them to express their views and to achieve change and another from Conservative MP, Guy Opperman, who believes that such social-based media platforms may hinder fair and open debate.*

David Babbs states: People are not as apathetic as politicians often claim. 38 Degrees gives people a sense of purpose and ownership and gets them involved. Many people feel that conventional politics doesn’t work: it does not change government policy. 38 Degrees changes all that, it brings politics to life and enables people to interact with politics in a way that has not been possible before. In its numerous campaigns 38 Degrees has shown that politicians change their minds if sufficiently large numbers of people express an alternative view. MPs get angry about 38 Degrees, often claiming our exposures of their activities are inaccurate. MPs have to realise that democracy is about more people participating. Furthermore 38 Degrees sees action move from the digital and social media platforms to face-to-face meetings. There are a lot of issues where ordinary people’s participation makes for better decisions.

Guy Opperman, MP states: Being lobbied by pressure groups is a regular part of an MP’s life. 38 Degrees has set itself up as a critic of the government on a number of issues. There is nothing wrong with this. But it is totally wrong to spin, as matters of fact, claims that are simply not correct. 38 Degrees has an agenda. So they have simply presented the opposite view as fact, ignoring reasoned debate. It is totally irresponsible, when trying to exercise influence as a pressure group, to twist the facts completely. Websites like 38 Degrees are not taking political debate any further, but hindering it by demanding alternative outcomes. Assertions by 38 Degrees are often riddled with errors, overstatement and simple inaccuracies. This is not a constructive way to conduct important debates about reforming and improving life in the UK.

(Sources: adapted from http://blogs.ft.com/westminster/ 2016/02/interview-david babbsfounder- 38-degrees/ and http://www.conservativehome.com/platform/2011/09/fromguyoppermanmp-

the-falsehood-of-the-38-degrees-campaign-on-health.html)

**Using the source, evaluate the view that pressure group activity supports democracy and participation.**

1f. *The source involves comments on the 2016 EU referendum from the Constitution Unit of University College, London and statistical information concerning the referendum provided by Parliament.*



**Using the source, evaluate the view that referendums create more problems than solutions.**

1g. *This source is adapted from a blog by Dr Andrew Defty of the University of Lincoln, entitled ‘Press affiliation and the 2015 General Election’, posted 19 November 2015.*



**Using the source, evaluate the view that the newspaper press does NOT have a major influence on voting behaviour.**

1h. *This source comes from an academic report on pressure group influence*

Liberal democratic governments favour disproportionately the interests of well-funded, well-organised pro-capitalist pressure groups because governments depend for their very survival on the profitability and efficiency of private capitalism, on which in turn levels of employments, living standards and economic growth depend. Furthermore, most pressure groups, apart from trade unions, are joined mainly by relatively affluent middle-class people and most pressure group leaders [who may not be chosen by especially democratic methods] are even more likely to be middle class. It has also been argued that the existence of so many pressure groups persuades people to believe that they have influence when in fact they have very little. From the 1970s theorists influenced by New Right ideology argues in particular that the trade unions had excessive powers which they used to weaken the economy via damaging restrictive practices, inflationary wage demands and strikes, raised unrealistic expectations of increased spending which, when they were not met, served only to undermine confidence in government.

In the theoretical framework of democratic pluralism states are assumed to be neutral arbiters [or impartial referees] evaluating the claims of a vast number of possibly competing pressure groups in accordance with the national interest. Whereas political parties represent the general interests of voters across a range of issues, pressure groups provide for the representation of citizens’ views on particular issues relating to their own personal well-being [sectional groups] and/or to their particular causes for concern [promotional or cause groups]. As a result of the resources at their disposal pressure groups can represent individuals more effectively than they could do themselves, a point which may be especially relevant to more disadvantaged individuals such as the poor or the disabled and to minority groupings such as immigrants. It is possible that pressure groups can address controversial issues which political parties might initially seek to avoid and likely also that as new issues reach the political agenda new pressure groups can be formed the address these issues. Pressure groups enable their members and supporters to participate more fully in the political process on a continuing basis between general elections and this is likely to enhance political understanding and thereby to strengthen support for the liberal democratic system as a whole.

**Using the source, evaluate the view that group activity undermines democracy in the UK.**

1i. *This source has been taken from the 2015 General Election manifestoes of the Conservative Party and the Labour Party.*



**Using the source, evaluate the view that there is little in common between Conservative and Labour Party policies and ideas**.

1j.



**Using the source, evaluate the view that FPTP is no longer suitable for UK general elections.**

1k.

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| **Why did the Conservatives lose the 1997 election, especially at a time of economic recovery?** |
| Britain’s forced withdrawal from the ERM in 1992 (which, paradoxically, helped recovery) |
| The government had driven forward unpopular policies, for example, rail privatisation and an increase in VAT.  |
| The government had an air of arrogance and hubris despite issues such as sleaze, cheating on pairing. on fishing quotas (1996), arms to Iraq, IRA prison escapes, BSE, judicial reviews. Ministers were reluctant to take responsibility and resign. |
| John Major had a minority government by the end of 1996, dependent on Unionists in the Commons.  |
| Manifest and bitter party disunity over Europe |
| Sniping from the wings by James Goldsmith’s Referendum Party and Alan Sked’s Independence Party.  |
| Unpopularity of Major when compared to Blair. |
| Inept campaigning, for example, the ‘demon eyes’ and weeping lion’ posters which were ridiculed.  |
| The Conservative press largely turned against them, especially the *Sun*  |
| Longest post-war electoral campaign, which backfired.  |
| It was time for a change – a widely held public sentiment |

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| **Why did Labour win?** |
| John Smith’s death in 1994 allowed creation of a New Labour by the more modernising Tony Blair - notably, abandonment of Clause IV in 1995. |
| Rapid centralisation of the party, increased focus on the leader, the work of spin-doctors at Millbank election headquarters and a highly polished election campaign.  |
| Abandonment of traditional socialist – or even social democratic - principles and acceptance of market economics, low inflation and interest rates, cuts to taxation, spending and welfare.  |
| Pre-election commitment to maintain existing tax levels for a five-year term and existing spending levels for two years; ‘welfare to work’; tough law and order, especially for juvenile offenders. |
| Difficult for the Conservatives to criticise what were, largely their own policies.  |
| Desire for power, combined with growing party discipline, largely silenced left-wing dissidents.  |
| Internal reforms, for example, some reduction in trade union power; introduction of one member one vote.  |
| Europe was not an obviously contentious issue as it was for the Tories.  |
| Introduced new, radical proposals for constitutional reform.  |

**Using the source, evaluate the view that governments lose elections rather than the opposition winning then.**

UK Politics 30 mark essay questions

1. Evaluate the extent to which the UK is in the midst of a ‘participation crisis’ (30)
2. Evaluate the extent to which the UK suffers from a ‘democratic deficit’ (30)
3. Evaluate the extent to which reforms to the political system have improved the UK’s system of representative democracy. (30)
4. Evaluate the extent to which the pressure groups with the greatest means achieve their objectives. (30)
5. Evaluate the extent to which democratic rights are protected in the British political system. (30)
6. Evaluate the extent to which rights and liberties are protected in the UK (30)
7. Evaluate the way in which various rights are protected in the UK (30)
8. Evaluate the extent to which Theresa May’s Conservative Party is Thatcherite (30)
9. Evaluate the extent to which the modern Labour Party is true to traditional Labour values (30)
10. Evaluate the extent to which third parties can influence UK politics (30)
11. Evaluate the extent to which the UK is a two-party system (30)
12. Evaluate the extent of internal divisions within the current UK political parties. (30)
13. Evaluate the extent to which First Past the Post produces strong and stable Westminster government. (30)
14. Evaluate the extent to which the advantages of First Past the Post outweigh its disadvantages (30)
15. Evaluate the extent to which alternatives to First Past the Post can be considered better electoral systems. (30)
16. Evaluate the extent to which the wider use of referendums would improve democracy in the UK (30)
17. Evaluate the view that voters in UK do not want the choice provided by proportional election systems (30)
18. Evaluate the extent to which the use of alternative electoral systems has improved democracy in the UK (30)
19. Evaluate how far the use of referendums undermines representative democracy in the UK. (30)
20. Evaluate the extent to which the newspaper press has a major influence on voting behaviour. (30)
21. Evaluate the extent to which social class can be seen as the main determinant of voting behaviour in UK general elections. (30)
22. Evaluate the extent to which short-term factors (e.g. perception of leaders) are now more important than long-term factors (e.g. social class) in influencing the outcome of UK general elections (30)
23. Evaluate how far class voting remains the most important factor in determining the results of general elections in the UK. You should refer to at least three general elections, one pre-1997 that of 1997 and on post-1997. (30)
24. ‘The influence of the media is the most important factor that determines the success or failure of a political party.’ (30)
25. Evaluate the extent to which voting behaviour has changed in the UK. You should refer to at least three general elections, one pre-1997 that of 1997 and on post-1997. (30)
26. Evaluate the view that, for the general public, the media is more significant than policy statements and manifestoes from political parties (30)
27. Evaluate the extent to which general elections in the UK are lost by the government rather than won by the opposition. (30)