

# Edexcel Government & Politics for AS: Scheme of Work

Andy Lawrence

*Subject Topics are fixed but Resources & Tasks are suggested and not intended to preclude individual inspiration or further development*

## Democracy and Political Participation

<b>Topic</b>	<b>Key content</b>	<b>Key Question</b>	<b>Suggested activities</b>
Definition of democracy	Key principles: political equality, political participation, public control; differences between direct and representative democracy.	<b>Is democracy always a good thing?</b>	<b>McNaughton p25–28</b> <b>Card sort</b> <b>Starter:</b> Pupils are asked to place themselves on an imaginary line around the classroom depending on how far they think democracy to always be a good thing. Teacher asks individuals why they are stood where they are.  <b>Main:</b> Card sort on pros/cons of democracy.  <b>Plenary:</b> One paragraph answer on whether democracy is good or not. See if pupils have shifted judgement from initial opinion.
		<b>Why are people turned off by politics?</b>	<b>McNaughton p28–31</b> <b>Starter:</b> Define 'active citizen' in 20 words  <b>Main:</b> Read p29-30. Give a summary of three reasons why political participation is declining, and two reasons why people are

			<p>turned off. Decide on the most important reason why there is disillusionment.</p> <p><b>Plenary:</b> Explain to another student your answer for the most important reason for increasing disillusionment with party politics in the UK</p>
Nature of direct democracy	Principles and features, e.g. direct popular participation; Athenian democracy; referendums.	<b>What are referendums?</b>	<p><b>McNaughton p31–34</b></p> <p><b>Starter:</b> Show pictures of democratic situations. Are these examples of direct democracy? Discuss.</p> <p><b>Main:</b> Spider diagram of what a referendum is</p> <p><b>Plenary:</b> Using data table (p34) summarise the use of referenda over last 30 years in UK (possible homework task)</p>
		<b>Why have referendums been held in the past?</b>	<p><b>McNaughton p34–35</b></p> <p><b>Starter:</b> What would you have a referendum on? Why would you hold it?</p> <p><b>Main:</b> Pupils match date and referendum, to reasons for it being held.</p> <p><b>Plenary:</b> Pupils write one paragraph that summarises their answer to the key question.</p>
Advantages of direct democracy	Freedom, participation, personal development. • Advantages of representative democracy – e.g. practicable, expertise, stability.	<b>Are referendums good for democracy?</b>	<p><b>McNaughton p35–37</b></p> <p><b>Starter:</b> Students give initial reaction to key question</p> <p><b>Main:</b> Card sort &amp; discussion on results</p> <p><b>Plenary:</b> Line of certainty (pupils place themselves on imaginary line around classroom. One end is 'Refs are good' other is 'Refs are bad'. Students are questioned on their placement</p>
Nature of representative democracy	Principles and features (link between representation and	<b>What is representative democracy?</b>	<p><b>McNaughton p38–39</b></p> <p><b>Starter:</b> Show picture of MPs in</p>

	democracy, liberal democracy etc).		the House of Commons. Why is this representative democracy? <b>Main:</b> Rewrite evolution of representative democracy in UK in style of football commentary <b>Plenary:</b> Plan, in pairs, Student activity p39. Complete for H/wk
Nature and features of UK democratic system	E.g. democratic franchise, electoral democracy, party competition, parliamentary democracy (advantages and disadvantages), devolved assemblies.	<b>What are the main features of Parliamentary democracy in the UK?</b>	<b>McNaughton p40</b> <b>Starter:</b> Teacher shows students a recent tabloid newspaper report. What are the key features of the report? <b>Main:</b> For each of the six key features students write a tabloid style headline summarising it. They then read a headline out and another member of the class has to guess which feature it relates to. <b>Plenary:</b> What is the most important feature of Parliamentary democracy in the UK? Students rank features 1–6.
Democratic deficit in the UK	Non-elected posts, electoral system, ‘participation crisis’, ineffectiveness of Parliament, European Parliament.	<b>Is democracy in the UK truly representative?</b>	<b>McNaughton p 41–42</b> <b>Starter:</b> Look again at picture of MPs in Commons. Is it truly representative? <b>Main:</b> Translate data in table p41 into another form (graph, newspaper report etc) <b>Plenary:</b> One paragraph answer to question using data and text p41–42
Enhancing democracy	Referendums (when/why used, advantages and disadvantages); other reforms (e.g. compulsory voting, fixed-term elections, e-democracy).	<b>Which is best: direct or representative democracy?</b>	<b>McNaughton p 43–44</b> <b>Starter:</b> Read text box on p43. Give each bullet point a score out of ten. <b>Main:</b> Add up the scores. Discuss individual scores. Arrive at overall conclusion. <b>Plenary:</b> Write answer to key question. Highlight / underline in

			another colour evidence that is used.
		<b>Mock paper using questions p46</b>	