

Edexcel Government & Politics for AS: Scheme of Work

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

Pressure Groups

<i>Key content</i>	<i>Key Question</i>	<i>Suggested activities</i>
	What is a Pressure Group?	McNaughton p123-124 Starter: Pupils brainstorm pressure groups that they've heard of and a definition. Check against definition p123 Main: Using further information (p123-124) pupils design their own pressure group Plenary: Pupils present their pressure groups to the rest of the class
	What are the functions of Pressure Groups?	McNaughton p125-126 Starter: Recap definition of a Pressure Group – possibly use 'odd one out' definitions Main: Draw a sketch of each function Plenary: Pupils decide which function is the most important – explain why
	What are the differences between pressure groups and parties?	McNaughton p126-127 Starter: Discussion on topical issue Main: Pupils are given a list of numbered statements. They write the numbers in a Venn diagram of Pressure Groups & Political Parties Plenary: Answer the key question
	What sorts of pressure groups are there?	McNaughton p127-129 Starter: Pupils note definitions of Sectional / Interest and Cause / Issue groups as well as Dual Function groups Main: Student activity p128 Plenary: Present results of student activity
	How do insider pressure groups influence the decision makers?	McNaughton p129-130 Starter: Main: From a jumbled list pupils link up

		<p>correct pressure group, method and explanation by reading text p128-29</p> <p>Plenary: Pupils read & discuss changes brought about by devolution / greater EU influence and price that insider groups have to pay for access (p130)</p>
	What are new social movements?	<p>McNaughton p130</p> <p>Starter: Why are some pressure groups not insiders? Pupils read text then sketch answer in 1 minute. They explain sketches to class / partner</p> <p>Main: Pupils draw a living graph Success vs Time charting the rise of NSMs using text p131-2</p> <p>Plenary:</p>
		<p>McNaughton p132</p> <p>Starter:</p> <p>Main: Student activity p132</p> <p>Plenary:</p>
	Has government become too sensitive to pressure from NSMs?	<p>McNaughton p133</p> <p>Starter: Pupils prepare debate as set out p133 Green Box</p> <p>Main: Pupils debate</p> <p>Plenary: Pupils vote</p>
	Are Pressure Groups good for democracy?	<p>McNaughton p134-136</p> <p>Starter: 'Articulate' starter on terms previously used in topic</p> <p>Main: Card sort based on factors set out in summary table p136</p> <p>Plenary: Pupils conclude and plan essay answer to key question</p>
	What methods do pressure groups use?	<p>McNaughton p</p> <p>Starter:</p> <p>Main: Pupils create spider diagram of methods including key method, example of group using it, type of group etc</p> <p>Plenary:</p>
	Why are some groups more successful than others?	<p>McNaughton p139-141</p> <p>Starter: Pupils brainstorm</p> <p>Main: Pupils complete a data input table. Column titles are: Factor, Explanation, Example, Importance Rating</p> <p>Plenary: Pupils give each factor a rating</p>

		out of ten for importance in creating success for Pressure Group
	How have pressure groups changed over recent times?	<p>McNaughton p141-43</p> <p>Starter: Topical political discussion</p> <p>Main: Each pupil has a section to summarise and present to the rest of the group.</p> <p>Plenary: Presentation to the rest of the group. Class discusses which change is most significant</p>
Mock exam using questions on p144-45		