

### Curriculum Intent

Politics is the study of people and power structures. It is the study of how Britain works and how the wider world can be understood through different models. Politics is about interaction and debate, information and interpretation. To study Government and Politics is to analyse the levers of power and to understand what is required to manipulate them. The Politics Department at Ecclesbourne firmly believe that it is their responsibility to show how Politics functions and how the different features of the political system link to news stories and the lives of students. In essence, to tap into the structures and ideas that shape our very waking moment whether we accept them or not. To study Government and Politics is to prepare to be the leaders and opinion-makers of tomorrow and to harness the ability to change lives and communities to our students' own leadership and control their destiny just a little bit more.

Students of Government and Politics learn to understand, analyse and evaluate power and relationships in society and how these are presented and interpreted within our media, both online and in more traditional areas, to affect decisions taken at a national level. With these transferable skills, Government and Politics can be paired with a wide range of subjects at A Level and beyond. Many students choose to link with History, Sociology, Religious Studies, Geography, Psychology, Languages, Economics, Computer Science and the course also works well in providing breadth and balance for students following a Maths and Science route.

Increasingly, the world is changing and seemingly at an increasing pace. In the last decade alone there have been seismic changes in the nature of political debate with the election of Trump and Johnson, the pandemic, the movements of BLM and Proud Boys, the reverberating effects of the Gamergate movement online, the rise of ideological division, climate change and the role of principal players that would have been unthinkable at the start of the millennium discussing issues that themselves were mere fringes just a decade ago.

A Level students of Politics, true political scientists, have the opportunity to study the Edexcel Government and Politics course comprising three components. Component 1 focuses on UK Politics and Core Political Ideas (Conservatism, Liberalism and Socialism) which offers a chance to understand how the UK system has developed in terms of extending the franchise, how General Elections are fought and on what systems and the role of pressure groups and political parties. The Core Political Ideas allows students to unlock what is meant by these terms and to study their development over time. Component 2 is on the UK Government and other Political Ideologies (Feminism as a minimum), allowing students to study the role of the Houses of Commons and Lords, the definition of Cabinet government and the development of Prime Ministerial styles from Macmillan to Johnson as well as the role of Collective Ministerial Responsibility, as well as analyse the powers of different branches of government and the role of conventions. The study of Feminism allows students to look in a different way at the way in which Politics operates within society and a chance to analyse one of the key shaping movements of the early 21<sup>st</sup> century beyond discussions of suffrage and in to discussion of intersectionality and the backlash against Feminism that characterises much of the modern discourse both on and offline.

Component 3 offers a chance to compare UK systems with those of the US – covering how the US is set up with Federalism and the Constitution through to how they run their elections and the forces and social changes that led to Trump, Obama and Biden. Component 1, therefore, is about the ideas and concepts, the building blocks of political life in Britain along with the main ideological strands that inform political thought across the globe. Component 2 is about the day-to-day running of the country, the systems and structures through which power is expressed as well as some of the other currents of ideology and worldview that colour our experiences. Finally, Component 3 offers a

chance to study the same features of the US political system and compare those in detail with the UK system to discuss more broadly the impact of democracy and democratic systems.

Students will be taught how to analyse news items, how to make detailed arguments with reference to points of view without descending into polemic and how to analyse political viewpoints on the merits of the facts that they relate to rather than on purely ideological grounds. They will be taught, essentially, how to become aware of their own (and others') biases and be ready to compensate for this, as well as develop what they agree and disagree with and why.

It is our strong desire to ensure that Politics at A Level should be captivating, engaging and irresistible, the sort of study that embraces and encourages study beyond the classroom and beyond the tasks that are set for homework. The immediate purpose of the course is to prepare learners by providing a suitable foundation for the study of Politics or related courses in Higher Education. A further purpose of the course is to prepare learners intending to pursue careers or further study in Politics, or as part of a general education. The course is designed to foster the development of critical and reflective thinking with an understanding of political topics and issues; and to encourage an awareness of the importance of political awareness in explaining contemporary issues. The A Level Politics curriculum at Ecclesbourne will help to create independent learners, critical thinkers, and decision-makers – all personal assets that can make you stand out as you progress to Higher Education and the workplace.

The choice of components studied in Politics A Level has been designed to allow students to have the most awareness of how UK politics is operated, allowing students to relate what they know from lessons to what they see around them. It has been designed in such a way that topics covered invariably echo in the news that happens as they learn, always allowing students to bring in their own day-to-day experience and seek to understand how these systems impact their lives. This aligns well with the core concepts of the Edexcel Politics syllabus allowing a logical and consistent trajectory through the three components covered, with the ideologies concentrated in their own section at the tail end of Year 12.

The Ecclesbourne A Level Politics curriculum is thus designed to emphasise knowledge and argument, and to encourage learners to develop their interest in and enthusiasm for Politics and an understanding of its intrinsic value and significance. We have designed the course to enable students to acquire an understanding of different identities within society and an appreciation of aspects such as social, cultural, religious and ethnic diversity. It is important that all students can build on their understanding of Politics through experiencing a focussed and coherent course of study, allowing them to make synoptic links and to illustrate that understanding through the media they come into contact with outside school and the classroom. The curriculum will enable students to improve as effective and independent learners and as critical and reflective thinkers with curious and enquiring minds. This will be achieved by encouraging you to develop the ability to analyse news stories and events in light of what you have learned in the classroom, observing political decisions in real-time and in the real world. All subjects have a specialist vocabulary and in the A Level Politics course you will learn to make use of and understand key terms, concepts, and skills such as representation, democratic engagement, franchise, convention, freedom, equality, Federalism, and human nature. The best political science is engaging, accessible and well written and so all students will be taught to organise and communicate their knowledge and understanding in different ways, arguing a case, and reaching substantiated judgements.

Curriculum Implementation:

Year	Term		Content
12	Autumn	1	<p><b>COMPONENT ONE: UK Politics</b></p> <p><b>1. Democracy and Participation</b></p> <p>1.1 Current systems of representative democracy and direct democracy.</p> <ul style="list-style-type: none"> <li>• The features of direct democracy and representative democracy.</li> <li>• The similarities and differences between direct democracy and representative democracy.</li> </ul> <p>Advantages and disadvantages of direct democracy and representative democracy and consideration of the case for reform.</p> <p>1.2 A wider franchise and debates over suffrage.</p> <ul style="list-style-type: none"> <li>• Key milestones in the widening of the franchise in relation to class, gender, ethnicity and age, including the 1832 Great Reform Act and the 1918, 1928 and 1969 Representation of the People Acts.</li> <li>• The work of the suffragists/suffragettes to extend the franchise.</li> </ul> <p>The work of current movements to extend the franchise.</p> <p>1.3 Pressure groups and other influences.</p> <ul style="list-style-type: none"> <li>• How different pressure groups exert influence and how their methods and influence vary in contemporary politics.</li> <li>• Case studies of two different pressure groups, highlighting examples of how their methods and influence vary. (more than two will be taught)</li> <li>• Other collective organisations and groups including think tanks, lobbyists and corporations, and their influence on government and Parliament.</li> </ul> <p>1.4 Rights in context.</p> <ul style="list-style-type: none"> <li>• Major milestones in their development, including the significance of Magna Carta and more recent developments, including the Human Rights Act 1998 and Equality Act 2010.</li> <li>• Debates on the extent, limits and tensions within the UK’s rights-based culture, including consideration of how individual and collective right may conflict, the contributions from civil liberties pressure groups – including the work of two contemporary civil liberties pressure groups.</li> </ul> <p><b>2. Political Parties</b></p> <p>2.1 Political parties.</p> <ul style="list-style-type: none"> <li>• The functions and features of political parties in the UK’s representative democracy.</li> </ul>

		<ul style="list-style-type: none"> <li>• How parties are currently funded and debates on the consequences of the current funding system.</li> </ul> <p>2.2 Established political parties.</p> <ul style="list-style-type: none"> <li>• The origins and historical development of the Conservative Party, the Labour Party and Liberal Democrat Party, and how this has shaped their ideas and current policies on the economy, law and order, welfare and foreign affairs.</li> </ul> <p>2.3 Emerging and minor UK political parties.</p> <ul style="list-style-type: none"> <li>• The importance of other parties in the UK.</li> <li>• The ideas and policies of two other minor parties.</li> </ul> <p>2.4 UK political parties in context.</p> <ul style="list-style-type: none"> <li>• The development of a multi-party system and its implications for government.</li> <li>• Various factors that affect party success – explanations of why political parties have succeeded or failed, including debates on the influence of the media.</li> </ul> <p><b>3. Electoral Systems</b></p> <p>3.1 Different electoral systems.</p> <ul style="list-style-type: none"> <li>• First-past-the-post (FPTP), Additional Member System (AMS), Single Transferable Vote (STV), and Supplementary Vote (SV).</li> <li>• The advantages and disadvantages of these different systems.</li> <li>• Comparison of first-past-the-post (FPTP) to a different electoral system in a devolved parliament/assembly.</li> </ul> <p>3.2 Referendums and how they are used.</p> <ul style="list-style-type: none"> <li>• How referendums have been used in the UK and their impact on UK political life since 1997.</li> <li>• The case for and against referendums in a representative democracy.</li> </ul> <p>3.3 Electoral system analysis.</p> <ul style="list-style-type: none"> <li>• Debates on why different electoral systems are used in the UK.</li> <li>• The impact of the electoral system on the government or type of government appointed.</li> <li>• The impact of different systems on party representation and of electoral systems on voter choice.</li> </ul> <p>Synopticity:  US Political systems: the democratic system, elections, interest groups, political parties, Federalism.  Re-engaging learning from History on political representation and democracy from KS3.</p>
Autumn	2	<p><b>4. Voting Behaviour and the Media</b></p> <p>4.1 Case studies of three key general elections.</p> <ul style="list-style-type: none"> <li>• Case studies of three elections (one from the period 1945–92, the 1997 election, and one since 1997), the results and their impact on parties and government.</li> <li>• The factors that explain the outcomes of these elections, including: o the reasons for and impact of party policies and</li> </ul>

			<p>manifestos, techniques used in their election campaigns, and the wider political context of the elections on class-based voting and other factors influencing voting patterns, such as partisanship and voting attachment on gender, age, ethnicity and region as factors in influencing voting behaviour, turnout and trends.</p> <ul style="list-style-type: none"> <li>• Analysis of the national voting-behaviour patterns for these elections, revealed by national data sources and how and why they vary.</li> </ul> <p>4.2 The influence of the media.</p> <ul style="list-style-type: none"> <li>• The Assessment of the role and impact of the media on politics – both during and between key general elections, including the importance and relevance of opinion polls, media bias and persuasion.</li> </ul> <p><b>COMPONENT TWO: UK Government</b></p> <p><b>1. The Constitution</b></p> <p>1.1 The nature and sources of the UK Constitution, including:</p> <ul style="list-style-type: none"> <li>• an overview of the development of the Constitution through key historical documents: o Magna Carta (1215); Bill of Rights (1689); Act of Settlement (1701); Acts of Union (1707); Parliament Acts (1911 and 1949); European Communities Act (1972)</li> <li>• the nature of the UK Constitution: unentrenched, uncodified and unitary, and the ‘twin pillars’ of parliamentary sovereignty and the rule of law</li> <li>• the five main sources of the UK Constitution: statute law; common law; conventions; authoritative works, and treaties (including European Union law).</li> </ul> <p>1.2 How the constitution has changed since 1997.</p> <ul style="list-style-type: none"> <li>• Under Labour 1997–2010: House of Lords reforms, electoral reform; devolution; Human Rights Act 1998; and the Supreme Court.</li> <li>• Under the Coalition 2010–15: Fixed Term Parliaments, Act 2011; further devolution to Wales.</li> <li>• Any major reforms undertaken by governments since 2015, including further devolution to Scotland (in the context of the Scottish Referendum).</li> </ul> <p>1.3 The role and powers of devolved bodies in the UK, and the impact of this devolution on the UK.</p> <ul style="list-style-type: none"> <li>• Devolution in England.</li> <li>• Scottish Parliament and Government.</li> <li>• Welsh Assembly and Government.</li> <li>• Northern Ireland Assembly and Executive.</li> </ul> <p>1.4 Debates on further reform.</p> <ul style="list-style-type: none"> <li>• An overview of the extent to which the individual reforms since 1997 listed in section 1.2 above should be taken further.</li> <li>• The extent to which devolution should be extended in England.</li> </ul>
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Spring	3	<p><b>3. Prime Minister and the Executive</b></p> <p>3.1 The structure, role, and powers of the Executive.</p> <ul style="list-style-type: none"> <li>• Its structure, including Prime Minister, the Cabinet, junior ministers and government departments.</li> <li>• Its main roles, including proposing legislation, proposing a budget, and making policy decisions within laws and budget.</li> <li>• The main powers of the Executive, including Royal Prerogative powers, initiation of legislation and secondary legislative power.</li> </ul> <p>3.2 The concept of ministerial responsibility.</p> <ul style="list-style-type: none"> <li>• The concept of individual ministerial responsibility.</li> <li>• The concept of collective ministerial responsibility.</li> </ul> <p>3.3 The Prime Minister and the Cabinet.</p> <p>3.3.1 The power of the Prime Minister and the Cabinet.</p> <ul style="list-style-type: none"> <li>• The factors governing the Prime Minister’s selection of ministers.</li> </ul>

			<ul style="list-style-type: none"><li>• The factors that affect the relationship between the Cabinet and the Prime Minister, and the ways they have changed, and the balance of power between the Prime Minister and the Cabinet.</li></ul> <p>3.3.2 The powers of the Prime Minister and the Cabinet to dictate events and determine policy.</p> <ul style="list-style-type: none"><li>• Students must study the influence of one Prime Minister from 1945 to 1997 and one post-1997 Prime Minister.</li><li>• Students may choose any pre-1997 and any post-1997 Prime Minister, provided that they study them in an equivalent level of detail, covering both events and policy, with examples that illustrate both control and a lack of control. The Department suggests Thatcher and May, with extra information on Macmillan, Blair, Cameron and Johnson provided.</li></ul> <p><b>4. Relations between branches</b></p> <p>4.1 The Supreme Court and its interactions with, and influence over, the legislative and policy-making processes.</p> <ul style="list-style-type: none"><li>• The role and composition of the Supreme Court.</li><li>• The key operating principles of the Supreme Court, including judicial neutrality and judicial independence and their extent.</li><li>• The degree to which the Supreme Court influences both the Executive and Parliament, including the doctrine of ultra vires and judicial review.</li></ul> <p>4.2 The relationship between the Executive and Parliament.</p> <ul style="list-style-type: none"><li>• The influence and effectiveness of Parliament in holding the Executive to account.</li><li>• The influence and effectiveness of the Executive in attempting to exercise dominance over Parliament.</li><li>• The extent to which the balance of power between Parliament and the Executive has changed.</li></ul> <p>4.3 The aims, role and impact of the European Union (EU) on the UK government.</p> <ul style="list-style-type: none"><li>• The aims of the EU, including the ‘four freedoms’ of the single market, social policy, and political and economic union, and the extent to which these have been achieved.</li><li>• The role of the EU in policy making.</li><li>• The impact of the EU, including the main effects of at least two EU policies and their impact on the UK political system and UK policy making.</li></ul> <p>4.4 The location of sovereignty in the UK political system.</p> <ul style="list-style-type: none"><li>• The distinction between legal sovereignty and political sovereignty.</li><li>• The extent to which sovereignty has moved between different branches of government.</li><li>• Where sovereignty can now be said to lie in the UK.</li></ul> <p>Synopticity</p>
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		<p>Magna Carta, Representation, Political Parties, Ideologies, House of Commons, House of Lords, Constitutional Reform, SCOTUS, POTUS, PM and Cabinet, Democracy, Pressure Groups, Role of the Media in elections, Electoral Systems, Federalism and Devolution</p>
<p>Spring</p>	<p>4</p>	<p><b>COMPONENT ONE: Core Political Ideas</b></p> <p><b>1. Conservatism</b></p> <p>1.1 Core ideas and principles of conservatism and how they relate to human nature, the state, society and the economy:</p> <ul style="list-style-type: none"> <li>• pragmatism – flexible approach to society with decisions made on the basis of what works – to cover links between pragmatism and traditional conservative and one-nation philosophy</li> <li>• tradition – accumulated wisdom of past societies and a connection between the generations – to cover how this creates stability, links with organic change, and enhances humans’ security</li> <li>• human imperfection – humans are flawed which makes them incapable of making good decisions for themselves – to cover the three aspects of psychological, moral and intellectual imperfection</li> <li>• organic society/state – society/state is more important than any individual parts – to cover how this links to the underpinning of the beliefs of authority and hierarchy, and a cohesive society</li> <li>• paternalism – benign power exerted from above by the state, that governs in the interests of the people – to cover the different interpretations by traditional (an authoritarian approach, the state knows what is best so the people must do what they are told) and one-nation conservatives (there is an obligation on the wealthy to look after those who are unable to look after themselves)and why it is rejected by New Right Conservatives</li> <li>• libertarianism (specifically neo-liberalism) – upholds liberty, seeking to maximise autonomy and free choice, mainly in the economy – to cover the moral and economic values associated with this idea.</li> </ul> <p>1.2 The differing views and tensions within conservatism:</p> <ul style="list-style-type: none"> <li>• traditional conservative – commitment to hierarchical and paternalistic values</li> <li>• one-nation conservative – updating of traditional conservatism in response to the emergence of capitalism</li> <li>• New Right – the marriage of neo-liberal and neoconservative ideas and include:             <ul style="list-style-type: none"> <li>o neo-liberal: principally concerned with free-market economics and atomistic individualism</li> <li>o neo-conservative: principally concerned with the fear of social fragmentation, tough on law and order and public morality.</li> </ul> </li> </ul> <p>1.3 The key ideas of the following thinkers to exemplify the content from areas 1.1 and 1.2: Thomas Hobbes (1588–1679)</p>



			<ul style="list-style-type: none"> <li>• Order – an ordered society should balance the human need to lead a free life.</li> <li>• Human nature – humans are needy, vulnerable and easily led astray in attempts to understand the world around them. Edmund Burke (1729–1797)</li> <li>• Change – political change should be undertaken with great caution and organically.</li> <li>• Tradition and empiricism – practices passed down for generations should be respected. Michael Oakeshott (1901–1990)</li> <li>• Human imperfection – suggestion that society is unpredictable and humans are imperfect.</li> <li>• Pragmatism – belief that conservatism is about being pragmatic. Ayn Rand (1905–1982)</li> <li>• Objectivism – this advocates the virtues of rational self-interest.</li> <li>• Freedom – this supports a pure, laissez-faire capitalist economy. Robert Nozick (1938–2002)</li> <li>• Libertarianism – based on Kant’s idea that individuals in society cannot be treated as a thing, or used against their will as a resource.</li> <li>• Self-ownership – individuals own their bodies, talents, abilities and labour.</li> </ul> <p><b>2. Liberalism</b></p> <p>2.1 Core ideas and principles of liberalism and how they relate to human nature, the state, society and the economy:</p> <ul style="list-style-type: none"> <li>• individualism – the primacy of the individual in society over any group – to cover egoistical individualism and developmental individualism</li> <li>• freedom/liberty – the ability and right to make decisions in your own interests based on your view of human nature – to cover how liberals guarantee individual freedom, the link between freedom and individualism, that freedom is ‘under the law’</li> <li>• state – it is ‘necessary’ to avoid disorder, but ‘evil’ as it has potential to remove individual liberty, thus should be limited; this is linked to the liberal view of the economy</li> <li>• rationalism – the belief that humans are rational creatures, capable of reason and logic – to cover how rationalism underpins an individual’s ability to define their own best interests and make their own moral choices, creating a progressive society</li> <li>• equality/social justice – the belief that individuals are of equal value and that they should be treated impartially and fairly by society – to cover foundational and formal equality, and equality of opportunity</li> <li>• liberal democracy – a democracy that balances the will of the people, as shown through elections, with limited</li> </ul>
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			<p>government (state) and a respect for civil liberties in society – to cover why liberals support it as well as why they are concerned about it.</p> <p>2.2 The differing views and tensions within liberalism:</p> <ul style="list-style-type: none"> <li>• classical liberalism – early liberals who believed that individual freedom would best be achieved with the state playing a minimal role</li> <li>• modern liberalism – emerged as a reaction against free-market capitalism, believing this had led to many individuals not being free. Freedom could no longer simply be defined as ‘being left alone’.</li> </ul> <p>2.3 The key ideas of the following thinkers to exemplify the content from areas 2.1 and 2.2:</p> <p>John Locke (1632-1704)</p> <ul style="list-style-type: none"> <li>• Social contract theory – society, state and government are based on a theoretical voluntary agreement.</li> <li>• Limited government – that government should be limited and based on consent from below.</li> </ul> <p>Mary Wollstonecraft (1759–97)</p> <ul style="list-style-type: none"> <li>• Reason – women are rational and independent beings capable of reason.</li> <li>• Formal equality – in order to be free, women should enjoy full civil liberties and be allowed to have a career.</li> </ul> <p>John Stuart Mill (1806-73)</p> <ul style="list-style-type: none"> <li>• Harm principle – that individuals should be free to do anything except harm other individuals.</li> <li>• Tolerance – belief that the popularity of a view does not necessarily make it correct.</li> </ul> <p>John Rawls (1921-2002)</p> <ul style="list-style-type: none"> <li>• Theory of justice – opinion that society must be just and guarantee each citizen a life worth living.</li> <li>• The veil of ignorance – a hypothetical scenario where individuals agree on the type of society they want from a position where they lack knowledge of their own position in society.</li> </ul> <p>Betty Friedan (1921-2006)</p> <ul style="list-style-type: none"> <li>• Legal equality – women are as capable as men and that oppressive laws and social views must be overturned.</li> <li>• Equal opportunity – women are being held back from their potential because of the limited number of jobs that are ‘acceptable’ for women.</li> </ul> <p><b>3. Socialism</b></p> <p>3.1 Core ideas and principles of socialism and how they relate to human nature, the state, society and the economy:</p> <ul style="list-style-type: none"> <li>• collectivism – to cover how collective human effort is both of greater practical value to the economy and moral value to society than the effort of individuals</li> <li>• common humanity – to cover the nature of humans as social creatures with a tendency to co-operation, sociability and rationality, and how the individual cannot be understood</li> </ul>
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			<p>without reference to society, as human behaviour is socially determined</p> <ul style="list-style-type: none"> <li>• equality – is a fundamental value of socialism – to cover the disagreements among socialists about the nature of equality and how it is critical to the state, society, the economy and human nature</li> <li>• social class – a group of people in society who have the same socioeconomic status – to cover the extent to which class impacts on socialists’ views of society, the state and the economy</li> <li>• workers’ control – to cover the importance and the extent of control over the economy and/or state and how it is to be achieved.</li> </ul> <p>3.2 The differing views and tensions within socialism:</p> <ul style="list-style-type: none"> <li>• revolutionary socialism – socialism can be brought about only by the overthrow of the existing political and societal structures</li> <li>• social democracy – an ideological view that wishes to humanise capitalism in the interests of social justice</li> <li>• Third Way – a middle-ground alternative route to socialism and free-market capitalism.</li> </ul> <p>3.3 The key ideas of the following thinkers to exemplify the content from areas 3.1 and 3.2:</p> <p>Karl Marx (1818–83) and Friedrich Engels (1820–95)</p> <ul style="list-style-type: none"> <li>• The centrality of social class – the ideas of historical materialism, dialectic change and revolutionary class consciousness.</li> <li>• Humans as social beings – how nature is socially determined and how true common humanity can be expressed only under communism.</li> </ul> <p>Beatrice Webb (1858–1943)</p> <ul style="list-style-type: none"> <li>• ‘The inevitability of gradualness’ – the gradualist parliamentary strategy for achieving evolutionary socialism.</li> <li>• The expansion of the state – that this, and not the overthrow of the state, is critical in delivering socialism.</li> </ul> <p>Rosa Luxemburg (1871–1919)</p> <ul style="list-style-type: none"> <li>• Evolutionary socialism and revisionism – this is not possible as capitalism is based on an economic relationship of exploitation.</li> <li>• Struggle by the proletariat for reform and democracy – this creates the class consciousness necessary for the overthrow of the capitalist society and state.</li> </ul> <p>Anthony Crosland (1918–77)</p> <ul style="list-style-type: none"> <li>• The inherent contradictions in capitalism – does not drive social change and managed capitalism can deliver social justice and equality.</li> <li>• State-managed capitalism – includes the mixed economy, full employment and universal social benefits.</li> </ul> <p>Anthony Giddens (1938–)</p> <ul style="list-style-type: none"> <li>• The rejection of state intervention – acceptance of the free market in the economy, emphasis on equality of opportunity</li> </ul>
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			<p>over equality, responsibility and community over class conflict.</p> <ul style="list-style-type: none"> <li>• The role of the state – is social investment in infrastructure and education not economic and social engineering.</li> </ul> <p><b>Synopticity:</b>  <b>Democracy, Theories of Human Nature, Political Parties in the UK and US, Constitutionalism, Republicanism, Parliament, Pressure Groups, Human Rights, Bill of Rights in the UK and US</b></p>
	Summer	5	<p><b>COMPONENT TWO: Non-Core Political Ideas</b></p> <p><b>1. Feminism</b></p> <p>1.1 Core ideas and principles of feminism and how they relate to human nature, the state, society and the economy:</p> <ul style="list-style-type: none"> <li>• sex and gender – sex refers to biological differences between men and women, whereas gender refers to the different roles that society ascribes to men and women – to cover how feminists believe this distinction to be important in their analysis of society</li> <li>• patriarchy – society, state and the economy are characterised by systematic, institutionalised and pervasive gender oppression – to cover how patriarchy is understood by different feminists and how different feminists view its importance</li> <li>• the personal is political – the idea that all relationships, both in society and in private relationships, between men and women are based on power and dominance – to cover why feminists think this goes to the essence of patriarchy, and why some feminists believe this distinction is crucial and others believe it is dangerous</li> <li>• equality feminism and difference feminism – equality feminists seek equality for men and women in society, whereas difference feminists argue that men and women have a fundamentally different nature from one another – to cover the core differences between these two types of feminism and how significant they are</li> <li>• intersectionality – argues that black and working-class women’s experiences of patriarchy in state, society and the economy are different from white, middle-class women – to cover the impact of this newer strand of feminism to wider feminist thinking.</li> </ul> <p>1.2 The different types of feminism:</p> <ul style="list-style-type: none"> <li>• liberal feminism – sees individualism as the basis of gender equality</li> <li>• socialist feminism – believes that gender inequality stems from economics and that capitalism creates patriarchy</li> <li>• radical feminism – believes that the biggest problem facing society is gender inequality</li> <li>• post-modern feminism – argues that patriarchy manifests in different ways depending on a woman’s race, class etc.</li> </ul> <p>1.3 The key ideas of the following thinkers to exemplify the content from areas 1.1 and 2.1:</p>

		<p>Charlotte Perkins Gilman (1860–1935)</p> <ul style="list-style-type: none"> <li>• Sex and domestic economics are hand in hand – for women to survive, they have to depend on their sexuality and body in order to please their husbands.</li> <li>• Societal pressure – young girls are compelled to conform in society and prepare for motherhood by playing with toys and wearing clothes that are specifically designed for and marketed to them.</li> </ul> <p>Simone de Beauvoir (1908–1986)</p> <ul style="list-style-type: none"> <li>• Sex versus gender – ‘one is not born, but rather becomes, a woman’.</li> <li>• ‘Otherness’ – men are perceived as the ‘norm’ and women deviants from this norm.</li> </ul> <p>Kate Millett (1934– )</p> <ul style="list-style-type: none"> <li>• Family – undoing the traditional family was the key to true sexual revolution.</li> <li>• Portrayal of women in art and literature – she showed how patriarchal culture had produced writers and literary works that were degrading to women.</li> </ul> <p>Sheila Rowbotham (1943– )</p> <ul style="list-style-type: none"> <li>• Capitalism – women are forced to sell their labour to survive and use their labour to support their family under the capitalist system.</li> <li>• The family – not just an instrument for disciplining and subjecting women to capitalism but a place where men took refuge from alienation under a capitalist economy.</li> </ul> <p>bell hooks (1952– )</p> <ul style="list-style-type: none"> <li>• Women of colour – she brought the cultural concerns of women of colour into the mainstream feminist movement.</li> <li>• Intersectionality – the mainstream feminist movement had focused mostly on the plight of white, college-educated, middle/upper-class women who had no stake in the concerns of women of colour.</li> </ul> <p>There <i>may</i> be time here to discuss Nationalism as an alternative non-core political idea but this is wholly dependent on individual sets and time available.</p> <p><b>Revision Programme for Mock Examinations</b></p> <p><b>Synopticity:</b>          Liberalism, Conservatism, Socialism, Representative Democracy, the changing Franchise, Constitutionalism, Parliament, US Congress, US Political Parties, US Interest Groups, Political Parties, Pressure Groups, Human Rights, Bill of Rights in the UK and US.</p>
	Summer	6

			<p>Population and demographics US media versus UK media</p> <p><b>1. US Constitution and Federalism</b></p> <p>1.1 The nature of the US Constitution.</p> <ul style="list-style-type: none"> <li>• Vagueness of the document, codification and entrenchment.</li> <li>• The constitutional framework (powers) of the US branches of government.</li> <li>• The amendment process, including advantages and disadvantages of the formal process.</li> </ul> <p>1.2 The key features of the US Constitution (as listed below) and an evaluation of their effectiveness today.</p> <ul style="list-style-type: none"> <li>• Federalism.</li> <li>• Separation of powers and checks and balances.</li> <li>• Bipartisanship.</li> <li>• Limited government.</li> </ul> <p>1.3 The main characteristics of US federalism.</p> <ul style="list-style-type: none"> <li>• The nature of the federal system of government and its relationship with the states.</li> </ul> <p>1.4 Interpretations and debates around the US Constitution and federalism.</p> <ul style="list-style-type: none"> <li>• The extent of democracy within the US Constitution, its strengths and weaknesses and its impact on the US government today.</li> <li>• The debates around the extent to which the USA remains federal today.</li> </ul> <p><b>Synopticity:</b> UK Politics: UK Constitution, Parliament, Devolution, Political Parties, Human Nature, Liberalism, Conservatism, John Locke, John Stuart Mill, Cabinet Government, Powers of the PM, Collective Ministerial Responsibility</p>
13	Autumn	1	<p><b>COMPONENT THREE: US Politics</b></p> <p>A. Theoretical approaches – understanding of these three approaches and the different ways they explain similarities and differences between the government and politics of different countries.</p> <p><b>Rational</b></p> <ul style="list-style-type: none"> <li>• This approach focuses on individuals within a political system.</li> <li>• A rational approach suggests that such individuals will act rationally, choosing to act in a particular way as it will give them a beneficial outcome.</li> </ul> <p><b>Cultural</b></p> <ul style="list-style-type: none"> <li>• This approach focuses on groups within a political system – this could be voters, parties, pressure groups and so on.</li> <li>• A cultural approach suggests that the shared ideas, beliefs and values of these groups often determine the actions of individuals within them.</li> </ul>

			<p><b>Structural</b> • This approach focuses on the institutions in a political system and the processes within them.</p> <ul style="list-style-type: none"> <li>• A structural approach suggests that political outcomes are largely determined by the formal processes laid out within a political system</li> </ul> <p>B. Similarities and differences in the UK and USA. Compare and debate the following aspects of the UK and US Constitutions and the resulting impact on politics and government:</p> <ul style="list-style-type: none"> <li>• their nature (codified/uncodified) and their sources, provisions and principles, including separation of powers, checks and balances</li> <li>• the similarities and differences between the US federal system and the UK system of devolution.</li> </ul> <p>The extent to which rational, cultural and structural approaches can be used to account for these similarities and differences.</p> <p><b>2. US Congress</b></p> <p>2.1 The structure of Congress.</p> <ul style="list-style-type: none"> <li>• Bicameral nature, the membership of Congress and the election cycle.</li> </ul> <p>2.2.1 The distribution of powers within Congress:</p> <ul style="list-style-type: none"> <li>• powers given to Congress in the Constitution, the exclusive powers of each House and the concurrent powers of Congress.</li> </ul> <p>2.2 The functions of Congress.</p> <p>2.2.1 Representation.</p> <ul style="list-style-type: none"> <li>• Congressional elections and the significance of incumbency.</li> <li>• Factors that affect voting behaviour within Congress: parties and caucuses, constituency, pressure groups and lobbyists.</li> </ul> <p>2.2.2 Legislative.</p> <ul style="list-style-type: none"> <li>• The legislative process, including the strengths and weaknesses of this process.</li> <li>• The differences between the legislative process in each chamber.</li> <li>• The policy significance of Congress – impact and effectiveness of laws passed.</li> </ul> <p>2.2.3 Oversight.</p> <ul style="list-style-type: none"> <li>• Factors that influence the relationship between Congress and the presidency.</li> <li>• The checks on the other branches of government and the extent of its institutional effectiveness.</li> </ul> <p>2.3 Interpretations and debates around Congress.</p> <ul style="list-style-type: none"> <li>• Changing roles and powers of Congress and their relative importance, and debates about adequacy of its representative role.</li> <li>• Changing significance of parties in Congress.</li> </ul>
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			<ul style="list-style-type: none"> <li>• Significance and effectiveness of the powers outlined in the Constitution.</li> </ul> <p>A. Compare and debate the following aspects of the UK and US legislative branches and their resulting impact on politics and government:</p> <ul style="list-style-type: none"> <li>• powers, strengths and weaknesses of each of the Houses</li> <li>• the extent to which each of the Houses are equal.</li> </ul> <p>B. The extent to which rational, cultural and structural approaches can be used to account for these similarities and differences.</p> <p><b>Synopticity:</b>  <b>UK Constitution, Devolution, Federalism, US Constitution, Cabinet Government, Powers of the PM, Collective Ministerial Responsibility, Electoral Systems, FPTP, Constituencies and the work of MPs</b></p>
Autumn	2		<p><b>3. US Presidency</b></p> <p>3.1 Formal sources of presidential power as outlined in the US Constitution and their use.</p> <ul style="list-style-type: none"> <li>• The role as the Head of State and as the Head of Government. The significance of these powers with reference to presidents since 1992.</li> </ul> <p>3.2 Informal sources of presidential power and their use.</p> <ul style="list-style-type: none"> <li>• The electoral mandate, executive orders, national events and the cabinet.</li> <li>• Powers of persuasion including the nature/characteristics of each president.</li> <li>• Executive Office of the President (EXOP), including the role of the National Security Council (NSC), Office of Management and Budget (OMB) and the White House Office (WHO). The significance of these powers with reference to presidents since 1992.</li> </ul> <p>3.3 The presidency.</p> <p>3.3.1 Relationships between the presidency and the following institutions and why this varies:</p> <ul style="list-style-type: none"> <li>• Congress and the Supreme Court.</li> </ul> <p>3.3.2 Limitations on presidential power and why this varies between presidents:</p> <ul style="list-style-type: none"> <li>• changing nature of power over their term in office</li> <li>• Congress, the Supreme Court and the Constitution</li> <li>• the election cycle and divided government. The significance of these limitations with reference to presidents since 1992.</li> </ul> <p>3.4 Interpretations and debates of the US presidency.</p> <ul style="list-style-type: none"> <li>• How effectively they have achieved their aims.</li> <li>• The imperial presidency.</li> <li>• The extent of presidential accountability to Congress.</li> <li>• The role and power of the president in foreign policy. With reference to presidents since 1992.</li> </ul>



			<p>A. Compare and debate the following aspects of the UK and US executive branches and their resulting impact on politics and government:</p> <ul style="list-style-type: none"> <li>• key similarities and differences between the role and powers of the US President and the UK Prime Minister and their impact on politics and government</li> <li>• extent of accountability to the US and UK legislature.</li> </ul> <p>B. The extent to which rational, cultural and structural approaches can be used to account for these similarities and differences.</p> <p><b>4. US Supreme Court and Civil Rights</b></p> <p>4.1 The nature and role of the Supreme Court.</p> <ul style="list-style-type: none"> <li>• The US Constitution.</li> <li>• The independent nature of the Supreme Court.</li> <li>• The judicial review process (Marbury vs Madison 1803 and Fletcher vs Peck 1810).</li> </ul> <p>4.2 The appointment process for the Supreme Court.</p> <ul style="list-style-type: none"> <li>• Strengths and weaknesses of the process.</li> <li>• Factors influencing the president’s choice of nominee.</li> <li>• The current composition and ideological balance of the Court.</li> </ul> <p>4.3 The Supreme Court and public policy.</p> <ul style="list-style-type: none"> <li>• The impact of the Supreme Court on public policy in the US, with a range of examples, including examples post-2005.</li> <li>• Political significance debate: the role of judicial activism and judicial restraint and criticisms of each.</li> </ul> <p>4.4 The protection of civil liberties and rights in the US today.</p> <ul style="list-style-type: none"> <li>• Rights protected by the Constitution, by the Bill of Rights, by subsequent constitutional amendments and by rulings of the Supreme Court.</li> </ul> <p>4.5 Race and rights in contemporary US politics.</p> <ul style="list-style-type: none"> <li>• The methods, influence and effectiveness of racial rights campaigns and the impact on current domestic policy: voting rights, affirmative action and representation.</li> </ul> <p>4.6 Interpretations and debates of the US Supreme Court and civil rights.</p> <ul style="list-style-type: none"> <li>• The political versus judicial nature of the Supreme Court.</li> <li>• Living Constitution ideology as against originalism.</li> <li>• How effectively civil and constitutional rights have been upheld by the Supreme Court and the effectiveness of this protection.</li> <li>• The extent of their powers and the effectiveness of checks and balances.</li> <li>• The successes and failures of measures to promote equality, including affirmative action and immigration reform.</li> </ul> <p>A. Compare and debate the following aspects of the UK and US Supreme Courts and civil rights and their resulting impact on politics and government:</p> <ul style="list-style-type: none"> <li>• basis for and relative extent for their powers</li> </ul>
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			<ul style="list-style-type: none"> <li>• relative independence of the Supreme Court in the US and UK</li> <li>• effectiveness of the protection of rights in each country</li> <li>• effectiveness of interest groups in the protection of civil rights in the USA and the UK.</li> </ul> <p>B. The extent to which rational, cultural and structural approaches can be used to account for these similarities and differences.</p> <p><b>Synopticity:</b>  Cabinet Government, Powers of the PM, Collective Ministerial Responsibility, Electoral Systems, FPTP, Constituencies and the work of MPs, UK Constitution; UK Judicial branch, Parliament, House of Commons, House of Lords, UK Constitutional changes and Reform, role of the Supreme Court in UK Politics, US Constitution, Originalism, US Media, Liberalism, Conservatism, Feminism</p>
Spring	3		<p><b>5. US Democracy and Participation</b></p> <p>5.1 Electoral systems in the USA.</p> <p>5.1.1 Presidential elections and their significance.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• The importance of incumbency on a president seeking a second term.</li> </ul> <p>5.1.2 Campaign finance.</p> <ul style="list-style-type: none"> <li>• The role of campaign finance and the current legislation on campaign finance, including McCain-Feingold reforms 2002 and Citizens United vs FEC 2010.</li> </ul> <p>5.2 The key ideas and principles of the Democratic and Republican parties.</p> <p>5.2.1 The distribution of power and changing significance of the parties:</p> <p>Democrats</p> <ul style="list-style-type: none"> <li>• progressive attitude on social and moral issues, including crime</li> <li>• greater governmental intervention in the national economy</li> <li>• government provision of social welfare.</li> </ul> <p>Republicans</p> <ul style="list-style-type: none"> <li>• conservative attitude on social and moral issues</li> <li>• more restricted governmental intervention in the national economy while protecting American trade and jobs</li> <li>• acceptance of social welfare but a preference for personal responsibility.</li> </ul> <p>5.2.2 The current conflicts and tendencies and the changing power and influence that exist within the parties.</p> <ul style="list-style-type: none"> <li>• Democrats: liberals, moderates and conservatives.</li> <li>• Republicans: moderates, social conservatives and fiscal conservatives.</li> </ul> <p>5.2.3 Coalition of supporters for each party.</p>

			<ul style="list-style-type: none"> <li>• Voters: how the following factors are likely to influence voting patterns and why, in relation to the 2016 and 2020 presidential election campaigns – race, religion, gender and education.</li> </ul> <p>5.3 Interest groups in the USA – their significance, resources, tactics and debates about their impact on democracy.</p> <ul style="list-style-type: none"> <li>• The influence, methods and power of at least one single interest group, professional group or policy group.</li> </ul> <p>5.4 Interpretations and debates of US democracy and participation, including:</p> <ul style="list-style-type: none"> <li>• advantages and disadvantages of the electoral process and the Electoral College and the debate around reform</li> <li>• the role of campaign finance and difficulty in achieving effective reform</li> <li>• the role of incumbency in elections</li> <li>• the ways in which interest groups can influence the three branches of government and policy creation, including the role of PACs and Super PACs and their impact on democracy.</li> </ul> <p>A. Compare and debate the following aspects of the UK and US democracy and participation, and their resulting impact on politics and government:</p> <ul style="list-style-type: none"> <li>• the different nature of the party systems (two-party and multi-party)</li> <li>• degree of internal unity within parties</li> <li>• the policy profiles of the two main parties in each country</li> <li>• debates around campaign finance and party funding</li> <li>• the relative power, methods and influence of pressure groups.</li> </ul> <p>B. The extent to which rational, cultural and structural approaches can be used to account for these similarities and differences.</p> <p><b>Synopticity:</b>  <b>Conservatism, Liberalism, UK Political Parties, Interest Groups, Supreme Court, The Presidency, PM and Cabinet Government, UK General Elections, Electoral Systems, Representative Democracy</b></p>
	Spring	4	Revision Programme
	Summer	5	Revision Programme
	Summer	6	Study Leave

## How you are assessed

## Assessment Objectives

Students must:		% GCE A Level
<b>AO1</b>	Demonstrate knowledge and understanding of political institutions, processes, concepts, theories and issues.	35
<b>AO2</b>	Analyse aspects of politics and political information, including in relation to parallels, connections, similarities and differences.	35
<b>AO3</b>	Evaluate aspects of politics and political information, including to construct arguments, make substantiated judgements and draw conclusions.	30
<b>Total</b>		<b>100%</b>

## Breakdown of Assessment Objectives

Component	Assessment Objectives			Total for all Assessment Objectives
	AO1 %	AO2 %	AO3 %	
Component 1: UK Politics	11.1	11.1	11.1	33%
Component 2: UK Government	11.1	11.1	11.1	33%
Component 3: Comparative Politics	12.7	12.7	7.9	33%
<b>Total for GCE A Level</b>	<b>35</b>	<b>35</b>	<b>30</b>	<b>100%</b>

NB Totals have been rounded either up or down.

### Structure of Assessment

#### COMPONENT ONE:

The assessment is 2 hours.

- The assessment is out of 84 marks.
- The assessment consists of two sections:

o Section A – Political Participation: this section is worth 60 marks Students answer one source question requiring comparative analysis from a choice of two and one essay question from a choice of two. AO1, AO2 and AO3 are assessed.

o Section B – Core Political Ideas: this section is worth 24 marks Students have a choice of two questions and they answer one.

AO1, AO2 and AO3 are assessed. These questions will focus on content areas 1 and 2 and require students to use the key ideas of thinkers (content area 3) in their answers. These questions will cover either one core political idea or two core political ideas (1 socialism, 1 liberalism).

### **COMPONENT TWO:**

The assessment is 2 hours.

- The assessment is out of 84 marks.
- The assessment consists of two sections.

o Section A – UK Government: this section is worth 60 marks Students answer one source question requiring comparative analysis from a choice of two and one essay question from a choice of two. AO1, AO2 and AO3 are assessed.

o Section B – Non-core Political Ideas: this section is worth 24 marks Students have a choice of two questions from the non-core idea they have studied and they answer one.

AO1, AO2 and AO3 are assessed. These questions will focus on content areas 1 and 2 and require students to use the key ideas of thinkers (content area 3) in their answers.

### **COMPONENT THREE:**

The assessment is 2 hours in length.

- The assessment is out of 84 marks.
- The assessment consists of three sections.

o Section A: this section is worth 12 marks. Students answer one question from a choice of two. AO1 and AO2 are assessed.

o Section B: this section is worth 12 marks. Students answer one compulsory question, which will focus on topics from the comparative theories section. AO1 and AO2 are assessed.

o Section C: this section is worth 60 marks. Students answer two questions worth 30 marks each from a choice of three. AO1, AO2 and AO3 are assessed.

### **Enrichment – How can you deepen your understanding of Politics?**

The best way to enrich your understanding of Politics is to read newspapers as they are incredibly influential in UK Politics, far more than one would suspect given the low circulations of the main ones! That and keep an eye on the news, a selected list is below:

#### *Newspapers*

The Times, The Daily Telegraph, The Daily Mail, The Guardian, The Mirror, The Financial Times

#### *TV News*

Channel 4 News, BBC News, ITV News, CNN, Fox News

#### *YouTube Creators*

Michael Spicer, Some More News, Jay Foreman's *Politics Unboringed*

### Books

*The Prince*, Machiavelli; *Leviathan*, Hobbes; *The Social Contract*, Rousseau; *Communist Party Manifesto*, Marx; *A Theory of Justice*, Rawls; *Rationalism in Politics*, Oakeshott; *Politics UK*, most recent edition (post 2019); *The Politics of Breastfeeding*, Palmer.

### Impact

#### What skills will the study of Politics teach you?

You are a citizen of this polity, and you need to know about the various consequences of the decisions taken by the people in the positions of trust in our society, to allow you to understand the impacts that they have on you and why it is that things are the way they are. The Politics Curriculum will teach you to:

- Analyse current issues and events
- Express your ideas both orally and in written form
- Put forward ideas and arguments in a concise manner
- Interpret, critique and analyse news items, stories and the media
- Base conclusions on an understanding of the way things work and generate further ideas
- Organise material in a logical and coherent way
- Be independent
- Pose questions and seek answers – a love of enquiry

#### What will you know and understand from your study of Politics?

- You will understand our society and the role of politicians. The study of Politics allows us to investigate how our political system functions and why it behaves the way it does. It will allow you to demystify our politicians, political parties, systems and institutions.
- You will understand modern events and current issues. You will be able to view the news through a new lens and appreciate how it is that some stories gain more attention than others as well as comparing our society to that of the USA with an awareness of why there are the differences and similarities that there are.
- Studying Politics will test your own moral sense and understanding of human nature. Politics rests on a fundamental interpretation of what human nature is: are we fallen creatures in need of direction? Or are we generally good people in need of the freedom and support to be ourselves? What should be the role of the State: education, punishment or support? Is power more important than the morally right thing to do when it comes to making political decisions? What counts as valid financial jurisprudence?

#### Where next – how can Politics support your future?

Of course, we teach A Level History with a view to encouraging and preparing you towards continued study in this fantastic subject. Yet we know that choice and personal interest are important aspects of worthy study. Whether you have partnered your study of Politics with like-minded humanities or a wider selection of studies, whether you have decided to continue directly with Politics or chosen a shining path of a different stripe; we believe that Politics will equip you with the skills required at Universities, Higher Education and the workplace alike.

Politics is offered at most prestigious universities either as a single honours or a joint honours subject studied alongside other disciplines e.g., Politics and History, International Relations, Politics

and Geography, PPE, Sociology and Politics, Politics and Economics. The very fact that you have been able to study Politics e.g., critical analysis will help in your future career.

According to the Prospects website, the most common professions for Politics and International Relations graduates are:

- Civil Service Fast Track
- Government social research officer
- Policy Officer
- Political Risk Analyst
- Politician's Assistant
- Public Affairs Consultant
- Social Researcher
- Business Development Manager
- Charity Officer
- Diplomatic Service
- HR Officer/Director
- Market Researcher
- PR Consultant
- Stockbroker