

Why is teaching A-Level Politics So Difficult?

The Exam

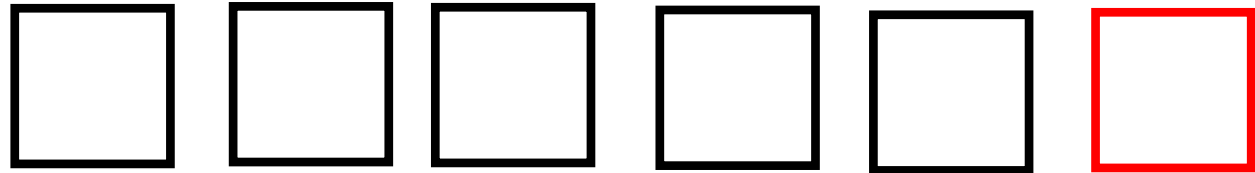
The Students

Politics

The Internet

Skills

How do managers make it harder?



My Approach

1. Retreat Points
2. Narratives
3. Examples
4. Repetition
5. Easy Tests
6. Denk Positiv!
7. Paragraphs not Essays

Retreat Points

A place of solid ground for a student in any topic

The very simplest understanding of any topic

A place to build from

Paper 1 - Liberal Democracy

Paper 2 - PisS

Paper 3 - Rules Based International Order

Overview of the Core Ideologies

'No man is an island'

Rational beings

Limited Abilities I.M.P.

Socialism

Equality

Social Justice - not just equality of opportunity

Revolutionary

Third Way

social inclusion

Social Democrat

Liberalism

Maximising Individual Liberty

Classical

Negative Freedom - Liberty

freedom from control

Modern

Positive Freedom - Liberty

Freedom to do things -

e.g. Education, health care, to eat

you need help to be free

Conservatism

Stability

Traditional

One-Nation

New Right #1

New Right #2

Neo-Lib

Neo-Con

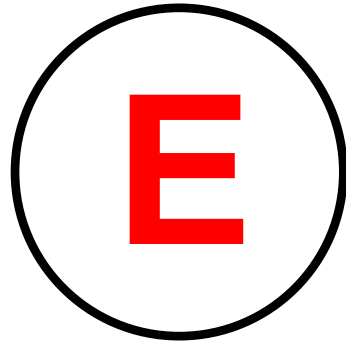
small strong state

They all oppose Anarchism - They all recognise the need for a state but for different reasons

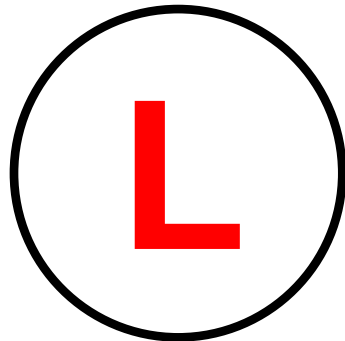
Questions = To what extent is > ideology < agreed on > topic < ?

Links to the Constitution

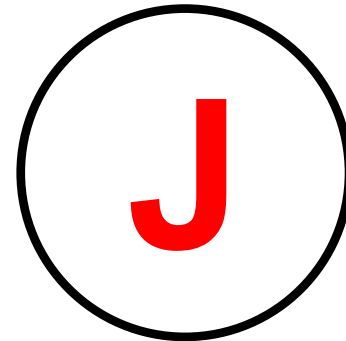
Presidential System



Mandate

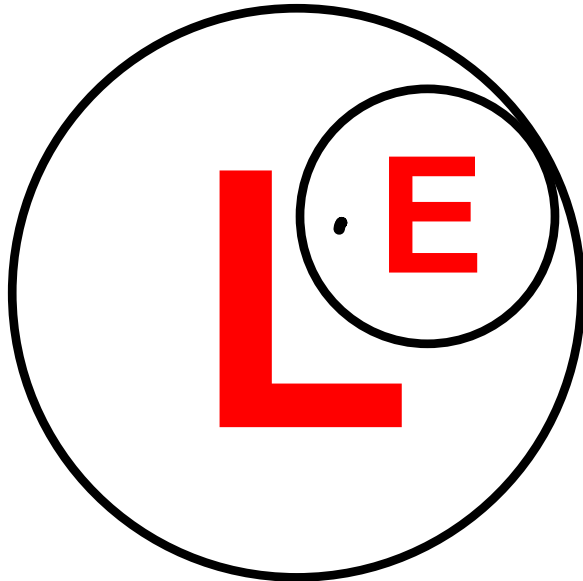


Mandate

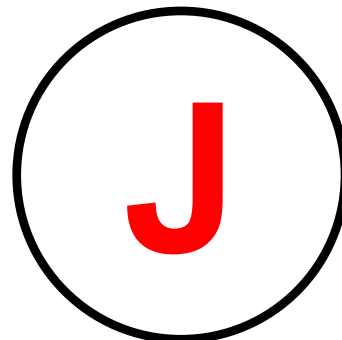


The Codified &
Entrenched
Constitution

UK Parliamentary System



Mandate



Main Principles of
Constitution

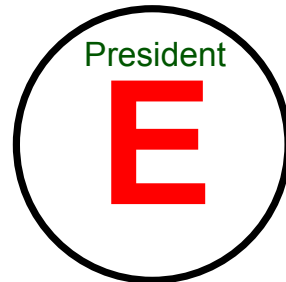
1. Parliament is Sovereign
2. The Rule of Law

The Constitution - a set of rules for managing Government

Roe V Wade

Citizens Utd V FEFC - Super PACs

Presidential System



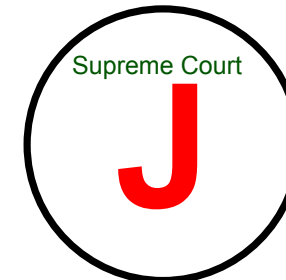
Mandate



Mandate

Separation of powers

STRIKE DOWN
LAWs
unconstitutional



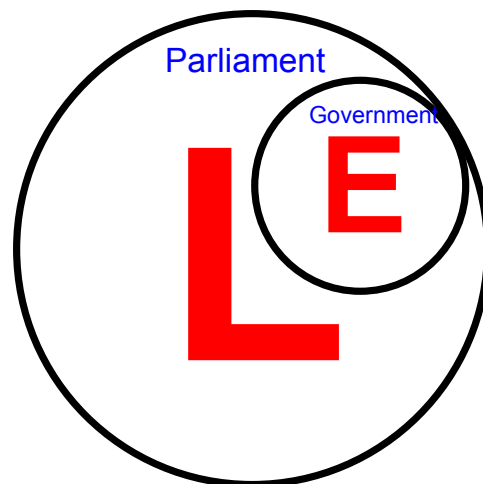
The Codified & Entrenched Constitution

Bill of Rights

"A well regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed."

UK Parliamentary System

Constitutional Reform Act 2005



Mandate

Judicial Review

Ultra Vires - beyond powers

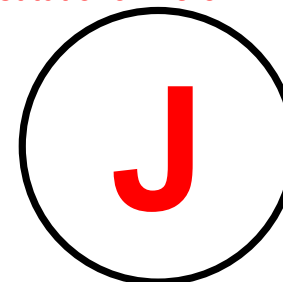
HRA 1998

Declarations of incompatibility

European Convention of Human Rights

Less separation of powers

"Good Chaps" Theory of Government



Main Principles of Constitution

1. Parliament is Sovereign

2. The Rule of Law

got rid of with an Act of Parliament

Blair - codification - not entrenched

UK Dunblane massacre

Firearms (Amendment) (No. 2) Act 1997 - law banning handguns

v

US Sandy Hook Massacre - 2nd amendment stopped federal law change but some change at State Level - Connecticut

Federalism and devolution

Narratives

Tell me a story - Tell them a story - Tell each other a story

1979
Thatcher
43
 43.9%
 Callaghan
 Basic Income
 Tax =30%

1982
 Falklands
 War

Foot

1983
Thatcher
144
 42.4%
 Jones - Elastic model of PM
 Skilled manuals - voting instrumentally for tax cuts and better access to buying houses.

1984/5 Miner's
 Strike

Foot

Kinnock

1987
Thatcher
102
 42.2%
 Basic Income
 Tax =27%

Poll Tax

Basic Income
 Tax =27%

1990
Major

1990-1 First
 Gulf War

1992
Major
21 - 0 by Dec 1996
 41.9%
 Kinnock
 Basic Income
 Tax =25%

1995 Major
 resigned as leader
 and was re-elected

1997
Blair
179
 43.2%
 Blair
 Basic Income
 Tax =23%

Smith 92-4

Blair

Basic Income
 Tax =23%

2001
Blair
167
 40.7%
 Devolution
 H.R.A. 1998
 House Of Lords
 FOI Act
 Hague

2005
Blair
66
 35.2%
 9/11
 CRA 2005
 SC
 2001-21
 Afghan War
 2003-11
 Iraq War
 Duncan Smith

2007
Brown
 2007-8 Global
 Financial Crisis
 Cameron
 Basic Income
 Tax =20%

2010
Cameron
78
 36.1%
 Expenses Scandal
 Daily Telegraph
 Duck Houses
 Fixed Term Parliaments
 Act 2011
 Brown
 Miliband

2015
Cameron
12
 36.9%
 UKIP 2015
 3.8 m votes
 1 seat
 SNP 1.5m
 56 seats
 Miliband

2016
 Brexit
 Referendum
 May
 Corbyn

2017
May
-5
 42.4%
 28 defeats in 2 years
 DUP
 Gina Millar #1 A50
 Corbyn

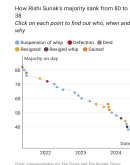
2019
Johnson
 Sep 19 working
 majority lost
 Gina Millar #2

2019
Johnson
80
 43.6%
 Corbyn
 magic grandpa
 The Red Wall
 2019 Red Wall nationalists
 Patriotism, Anti-immigration
 Social conservatism

Get Brexit Done

2020 Covid

2022
Truss
 Trussonomics
 Starmer 2020



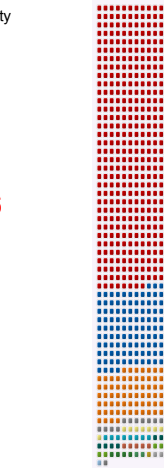
2022
Sunak
 47 in May 2024
 Reform
 18 Independent MPs -
 many ex conservative
 23 By-elections -
 Lab +7 LD +3 Con
 +1 WP +1

2021-24 Inflation
 Cost of Living
 Crisis

<https://www.instituteforgovernment.org.uk/explainer/government-majority>

2024
Starmer
174
 33.7%
 167 in March 2026
 Basic Income
 Tax =20%

2024 GE Result
 Lab 33.7% - 9.7m votes - 411 seats
 Con 23.7% - 6.8m votes - 121 seats
 LDs 12.2% - 3.5m votes - 64 seats
 Ref 14.3% - 4.1m votes - 5 seats
 SNP 2.5% - 0.7m votes - 9 seats
 GRN 6.4% - 1.8m votes - 4 seats



1979

1983

1987

1990

1992

1997

2001

2005

2007

2010

2015

2016

2017

2019

2019

2022

2022

2024

Supports: PM has too much power

What happened

From 2001 onwards, Tony Blair systematically replaced collective Cabinet government with a system of bilateral meetings between the PM and individual ministers. Cabinet meetings became brief and largely formal: some lasted as little as 45 minutes and were described by cabinet members as presentational rather than deliberative.

The decision to commit British forces to the invasion of Iraq in March 2003 was the clearest expression of Blair's personal concentration of power. The decision was substantially the product of Blair's personal diplomacy with US President George W. Bush, conducted through direct communications that bypassed the Cabinet. The Attorney General's advice on the legality of the war was not shared with the full Cabinet until shortly before the invasion.

A House of Commons vote was held on 18 March 2003 and passed 412 to 149, but this came after the decision had effectively been made. Robin Cook, Leader of the Commons, resigned in protest. Clare Short, International Development Secretary, resigned after the invasion. Both argued that Cabinet had not been properly consulted.

The Iraq Inquiry (Chilcot Report, 2016) found that Blair had over-committed to supporting Bush before Cabinet had properly considered the decision and that the Cabinet had not been given the full picture on the legal advice.

How to use this analytically

On spatial leadership and presidentialism:
Blair's conduct of Iraq policy is the strongest example of a British PM operating in a quasi-presidential manner: making a major foreign policy commitment personally and using Cabinet as a ratifying body rather than a decision-making one. Foley's spatial leadership model fits here directly - Blair positioned himself above party and Cabinet, claiming a personal moral authority for the decision.

On PM bypassing constitutional norms:
Use Chilcot to show that the informal concentration of power in Number 10 had real constitutional costs: the Cabinet system, which is supposed to provide collective accountability, was bypassed. This supports Definition B of 'too much power' - the PM exercised powers that should constitutionally have been shared.

On Cabinet as a constraint (counter-argument):
Cook and Short's resignations show that Cabinet members can and do leave office in protest, forcing the PM into a public accountability moment. The public Commons vote also imposed a degree of legitimacy requirement that a genuine president does not face. Blair's power was significant but not unchecked.

Use for: Sofa government | Iraq War | Spatial leadership | Foley | Cabinet bypass | Blair | Presidentialism

STV

Single Transferable Vote (STV) - used for:

Northern Ireland Assembly elections

Local elections in Scotland and Northern Ireland

Elections for Deputy Speakers in the House of Commons

Was used in Northern Ireland to elect Members of the European Parliament from 1979 to 2019.

Method

Voters rank candidates in order of preference by marking 1, 2, 3 and so on. A voter can rank as many or as few candidates as they like or vote for only one candidate.

Each candidate needs to reach a quota. This is the minimum number of votes calculated according to the number of seats and votes cast.

The first preference votes for each candidate are added up.






Candidates who achieve this quota are elected.

Surplus votes from candidates who hit the quota go to second preference candidates.

The candidate with the fewest first preference votes who do not achieve the quota are eliminated.

Voters who voted for an eliminated candidate then have their votes transferred to their second preference.

The process of transferring surpluses and second (or third, fourth, and so on) preferences continues until all vacant seats have been filled.

Mark order of preference in space below	
	 BLACK (Joseph Black of 5 Down Street, Bangor, Co. Down. Democratic Unionist Party)
	BROWN (RUPERT BROWN of 9 Mourne View, Donaghadee, Co. Down. Independent)
	 BROWN (VERONICA BROWN of 8 Magilligan Drive, Portaferry, Co. Down. SDLP (Social Democratic and Labour Party))
	 GOLD (John Gold of 29 Gilford Place, Millisle, Co. Down. Sinn Fein)
	HAZEL (Horace Hazel of Glen Cottage, Banbridge, Co. Down. Independent)
	 LIME (Harry Lime of 7 Gortin Mansions, Dromara, Co. Down, Ulster Unionist Party)
	PLUM (Peter Plum of 3 Strangford Road, Killinchy, Co. Down. Independent)
	 ROSE (Ruth Rose of 41 Devenish Drive, Ballynahinch, Co. Down. United Kingdom Unionist Party)
	SILVER (Anthony Silver of 3 Mourne View, Bangor, Co. Down. Independent)
	WRIGHT (Frank Wright of 11 Moira Terrace, Newry, Co. Down. Independent)

Single Transferable Vote (STV) — Proportional, Candidate-Centred

1. Voters rank order candidates

Belfast East Stage by Stage


2. The candidates who get the number of votes required by the quota "magic number" are elected in stage 1.

3. Surplus votes are redistributed and Stage by Stage more candidates reach the number required by the Quota.

4. When all seats are filled the process stops



The "Chuckle Brothers"

Martin McGuinness

Ian Paisley



The Brexit Timeline

23 June 2016 - **The Referendum**, UK votes 51.9% to 48.1% to leave the European Union in the Brexit referendum.

13 July 2016 - Theresa **May** becomes Prime Minister.

24 January 2017 - **Miller I**. The Supreme Court rules that the government cannot trigger Article 50 using the royal prerogative alone. An Act of Parliament is required.

16 March 2017 - **The European Union (Notification of Withdrawal) Act 2017** receives Royal Assent.

29 March 2017 - The government triggers **Article 50**, formally beginning the UK's withdrawal from the European Union.

24 July 2019 - Boris **Johnson** becomes Prime Minister.







28 August 2019 - Boris Johnson advises the Queen to **prorogue Parliament** for five weeks.

24 September 2019 - **Miller II (Miller/Cherry)**. The Supreme Court rules that the prorogation of Parliament was unlawful because it prevented Parliament from carrying out its constitutional functions without sufficient justification.

31 January 2020 - The **UK formally leaves** the European Union.

31 December 2020 - The Brexit transition period ends and the **UK leaves the Single Market and Customs Union**.

Current Judges

Name	Born	Alma mater	Invested	Mandatory retirement	Prior senior judicial roles
 The Lord Reed of Allermuir (President)	7 September 1956 (age 67)	University of Edinburgh School of Law Balliol College, Oxford	6 February 2012	7 September 2031	Senator of the College of Justice: • Inner House (2008–2012) • Outer House (1998–2008)
 Lord Hodge (Deputy President)	19 May 1953 (age 70)	Corpus Christi College, Cambridge University of Edinburgh School of Law	1 October 2013	19 May 2028	Senator of the College of Justice: • Outer House (2005–2013)
 Lord Lloyd-Jones	13 January 1952 (age 72)	Downing College, Cambridge	2 October 2017	13 January 2027	Lord Justice of Appeal (2012–2017) Justice of the High Court, QBD (2005–2012)
 Lord Briggs of Westbourne	23 December 1954 (age 69)	Magdalen College, Oxford	2 October 2017	23 December 2029	Lord Justice of Appeal (2013–2017) Justice of the High Court, CD (2006–2013)
 Lord Sales	11 February 1962 (age 62)	Churchill College, Cambridge Worcester College, Oxford	11 January 2019	11 February 2037	Lord Justice of Appeal (2014–2018) Justice of the High Court, CD (2008–2014)
 Lord Hamblen of Kersey	23 September 1957 (age 66)	St John's College, Oxford Harvard Law School	13 January 2020	23 September 2032	Lord Justice of Appeal (2016–2020) Justice of the High Court, QBD (2008–2016)

Judicial Restraint?

Lady Hale President 2017-20 - more liberal more inclined to stop Exec **Judicial Activism**

Criticism - - Over interpret laws to create new rights

Criticism - educated into a Liberal view of the law

Liberal - All people are of equal worth, Individualism

rights, freedom, right to a fair trial

Universal Rights - ECHR - UNDHR

The Rule Of Law v Parl is sov

Individual Rights

Prisoners Votes Terrorism

Immigration

Illegal Migration Act 2023 - Send to Rwanda - but SC send Rwanda was not safe

Rwanda Act 2024 - Rwanda is safe

Rule Of Law - - - HRA 1998 - - - all the ECHR are in UK Laws and interpretations of those laws

All new laws must be compatible with the ECHR









Judicial Activism

Judicial Restraint

Overreach

Current Judges

	Lord Leggatt	12 November 1957 (age 66)	King's College, Cambridge Harvard University City Law School	21 April 2020	12 November 2032	Lord Justice of Appeal (2018–2020) Justice of the High Court, QBD (2012–2018)
	Lord Burrows	17 April 1957 (age 66)	Brasenose College, Oxford Harvard Law School	2 June 2020	17 April 2032	None: first Justice to be appointed directly from academia ^[25]
	Lord Stephens of Creevyloaghgare	28 December 1954 (age 69)	University of Manchester	1 October 2020	28 December 2029	Lord Justice of Appeal (NI) (2017–2020) Justice of the High Court (NI) (2007–2017)
	Lady Rose of Colmworth	13 April 1960 (age 63)	Newnham College, Cambridge Brasenose College, Oxford	13 April 2021	13 April 2035	Lady Justice of Appeal (2019–2021) Justice of the High Court, CD (2013–2019)
	Lord Richards of Camberwell	9 June 1951 (age 72)	Trinity College, Cambridge	3 October 2022	9 June 2026	Lord Justice of Appeal (2015–2021) Justice of the High Court, CD (2003–2015)
	Lady Simler	17 September 1963 (age 60)	Sidney Sussex College, Cambridge University of Amsterdam	14 September 2023	17 September 2038	Lady Justice of Appeal (2019–2023) Justice of the High Court, QBD (2013–2019)

Examples: "R (Miller) v Secretary of State for Exiting the European Union," decided by the UK Supreme Court in January 2017. This case is also often referred to as the "Article 50 case"



Background: Gina Miller challenged the UK government's authority to trigger Article 50 (the legal mechanism for leaving the EU) using prerogative powers after the 2016 EU referendum.

Legal Argument: Miller argued that initiating Brexit, a significant constitutional change, required parliamentary approval, not just executive action.

High Court Ruling (November 2016): Ruled in favour of Miller, stating the government needed parliamentary consent to trigger Article 50.

Supreme Court Decision (January 2017): Upheld the High Court's decision in an 8-3 vote, affirming that only Parliament could authorise the triggering of Article 50.

Consequences:

Highlighted parliamentary sovereignty, underscoring that rights established by Parliament can only be removed by Parliament.

Led to the government introducing the European Union (Notification of Withdrawal) Act 2017.

Parliament passed the act, and Article 50 was triggered on March 29, 2017, formally beginning the Brexit process.

Outcome: The UK formally left the EU on January 31, 2020, following negotiations and extensions. Miller's case is seen as a landmark in constitutional law, emphasising the role of Parliament in significant legal and political decisions.

Examples: "R (on the application of Miller) v The Prime Minister" and "Cherry v Advocate General for Scotland." The Prorogation Case

Background: The second major legal challenge by Gina Miller, known as the prorogation case, contested Prime Minister Boris Johnson's advice to Queen Elizabeth II to prorogue (suspend) Parliament for five weeks in the lead-up to the Brexit deadline in October 2019.

Legal Argument: Miller argued that the prorogation was an unlawful attempt to silence Parliament and prevent scrutiny of the government's Brexit plans.

Court Proceedings:

Initially, the High Court ruled the issue was "non-justiciable" and could not be judged by courts.

Simultaneously, Scotland's highest civil court found the prorogation to be unlawful.

Supreme Court Decision (September 2019): Unanimously ruled that Johnson's advice to the Queen was unlawful as it had the effect of frustrating or preventing the ability of Parliament to carry out its constitutional functions without reasonable justification.

Consequences:

The prorogation was declared null and void, allowing Parliament to reconvene immediately.

Reinforced the principle that government actions are subject to legal scrutiny and must adhere to the law and constitutional norms.

Highlighted the judiciary's role in upholding constitutional principles, including the sovereignty of Parliament and democratic accountability.

Outcome: This case was a significant constitutional judgment, asserting the importance of parliamentary democracy and the checks and balances inherent in the UK's constitutional framework.



Judicial Activism

Until the end of the 1970s, the judiciary was seen as a largely conservative body, with its members drawn from the same social background as successive Conservative governments. As such, the judiciary saw themselves as servants of the state and were expected to side with it, not challenge state power. In other words, judges were seen as a conservative force.

However, there is now much more **judicial activism**, with judges being more willing to rule against government departments, ministers and the government itself.

These changes have been linked to:

The growth of judicial review ✖

The rise of a rights culture ✖

The appointment of more liberal-minded judges ✖

The Human Rights Act 1998 ✖

The Constitutional Reform Act 2005 ✖



Constitution Debates

6. The Supreme Court is Independent and Neutral - TB p286-90

CRA Act 2005 separated powers of the Lord Chancellor

Independence relies on the Executive allowing it

A trained judiciary know the limits of their role.

The public trust the courts to be independent and neutral

The Judiciary is increasingly diverse

Lack of codified separation of powers

Ministers are increasingly willing to criticise the courts

Judicial activism

Media attacks plus a more obvious political role of senior judges has created doubts in the public.

The senior Judiciary is still largely from the same old backgrounds and this creates a bias.

Independence

For

1. **Constitutional Reform Act 2005** - Supreme Court - Separation of Lord Chancellor role and Judicial Appointments Commission
2. **Security of tenure** - vote in both houses to remove and stay until they are 70
3. **Salary** - £226,193 - is from Consolidation Funds and not controlled by Government.
4. **Sub Judice Rules**

Against

1. **Politicisation of cases**

Brexit

2. **Government pressure on Judiciary** - Sunak announced plan to create 150 new Judges to deal with Rwanda appeals

3. **Media pressure on Judiciary** - Several headlines on Brexit and immigration were personal attacks on Judges



How is the independence of the judiciary maintained?

Security of tenure

Very hard to sack

Rules of contempt

Undermining the judicial process

Independent appointments

J.A.C.

Training and experience

To produce an objective approach to the law

Neutrality

For

1. **Judges are trained to be neutral** and aren't allowed to campaign for political parties or pressure groups.
2. **Judges have to base each decision in law** and provide a full explanation of how they reached it. Supreme Court decisions are published in full for people to read and scrutinise, whilst cases are televised on YouTube. This attempts to ensure that the Supreme Court is transparent and that it fulfils its role without being influenced by personal political views.
3. **Supreme Court judge has to be very qualified and experienced.** Served as a senior judge for 2 years, or been a qualified lawyer for at least 15 years and their elevation to the Supreme Court is based on their past performance and experience, in which they have been neutral. The current President of the Supreme Court Lord Robert Reed, for example, has served as a senior judge since 1998.
4. **Supreme Court judges from sitting on cases that involve family, friends and others they know personally.**

Against

1. **Of the current 12 justices: 10 are male, 11 are white, 11 have studied at Oxbridge, 12 are 60 or over and the majority went to private schools.**
2. Lady Hale argued the lack of gender balance made it hard for the court to be neutral on gender related matters as they failed to see issues from a female perspective. This could be applied to other social characteristics
3. **The Judiciary is trained into a Liberal version of the law which values individual rights.** This is seen as bias by Conservative politicians who do not wholeheartedly accept the doctrine of universal rights. The whole Rwanda argument can be seen as an example of this.

Historically the Judiciary was seen as a Conservative group who would instinctively support the traditions and institutions of the United Kingdom.

Examples

How few can get a student a grade A?

How many to get a grade C?

Paper 1 - 8/4

Paper 2 - 8/4

Paper 3 - 14/7

So for the whole exam 15 to 30 examples would see you through

The Windrush Scandal - Key Events Timeline

2018

SCRUTINY

Home Affairs Select Committee

Guardian Video on her resignation



Resignation was over Rudd denying Home Office had deportation targets, which had led to Windrush deportations. Turned out to be true

JOHN BERCOW

Urgent Questions



Yvette Cooper - Then Chair



Amber Rudd

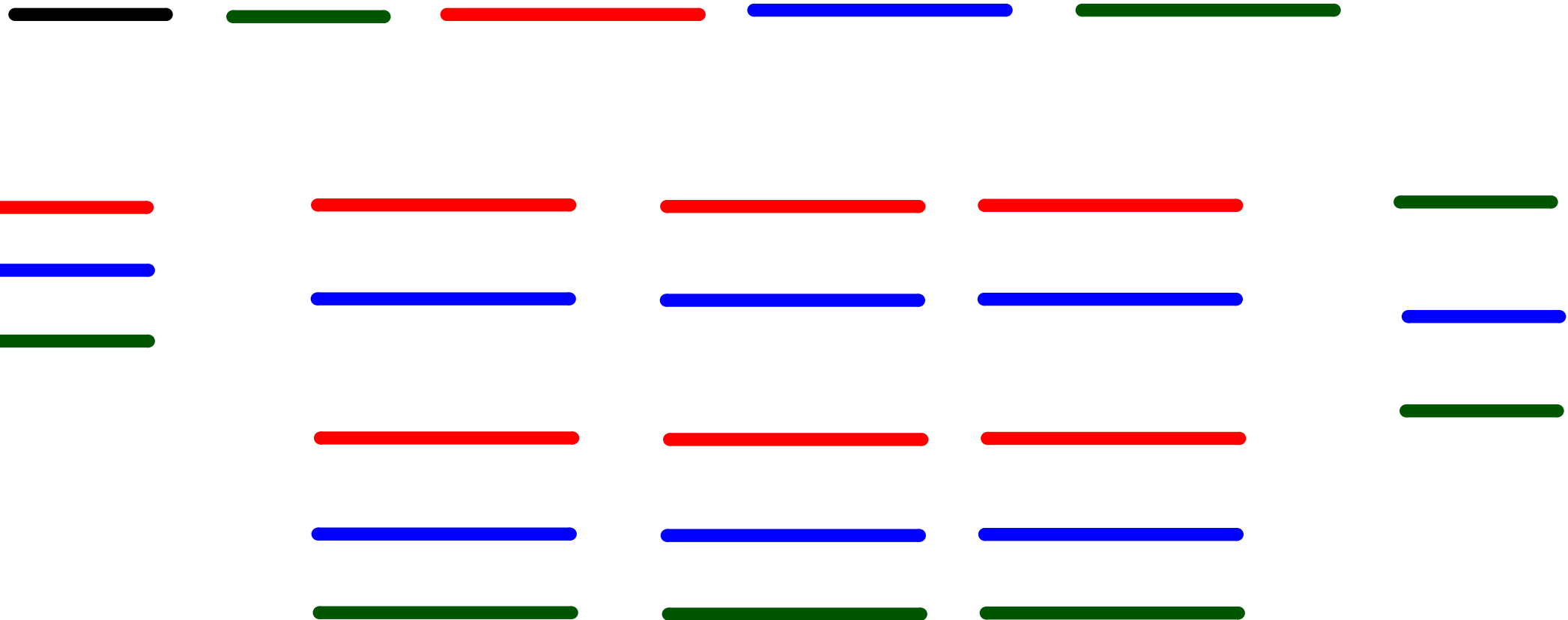
Home Secretary - had to resign



<https://www.theguardian.com/politics/video/2018/apr/30/the-fall-of-amber-rudd-why-she-resigned-as-home-secretary-video-explainer>

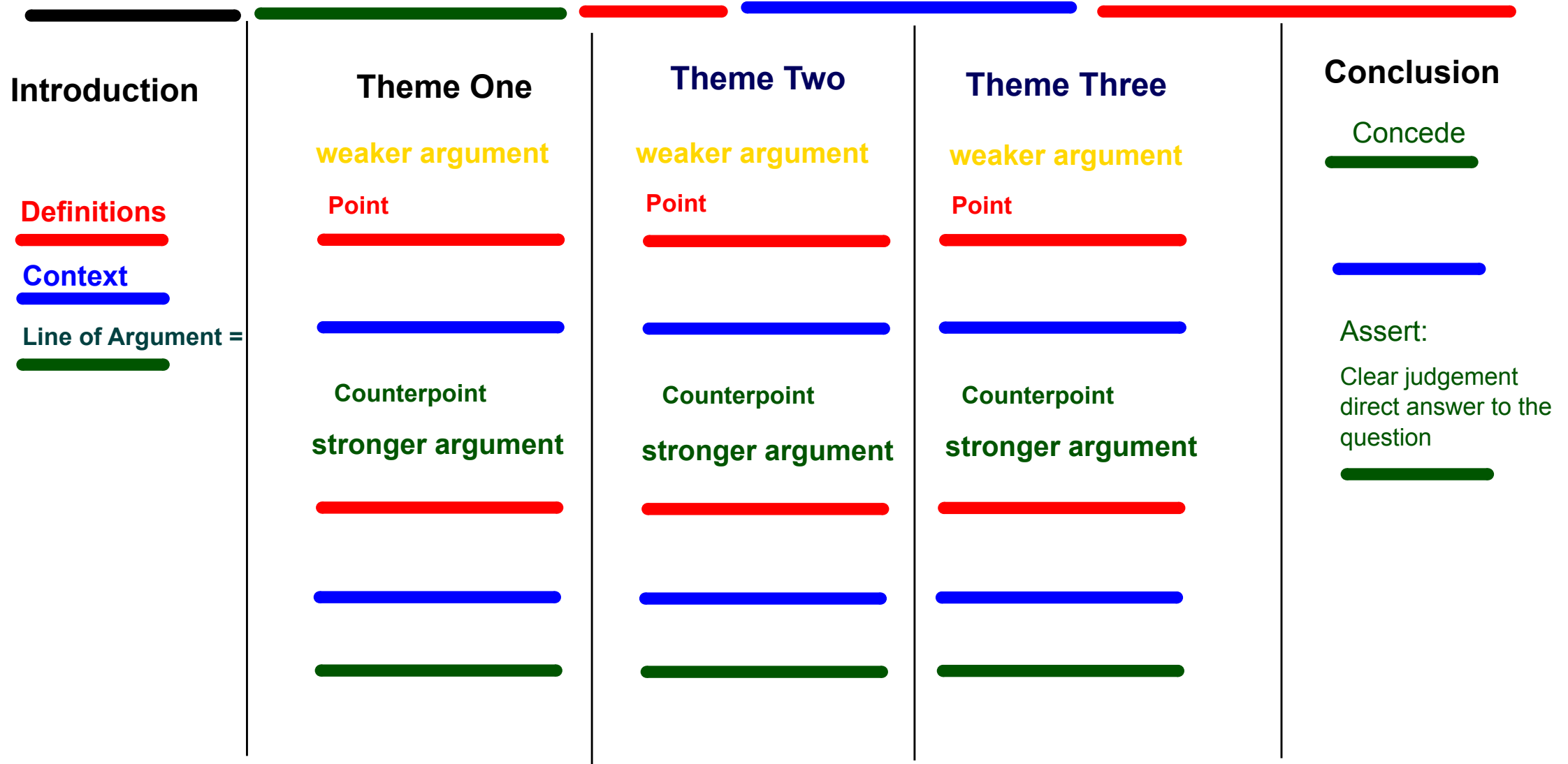


Improving Essay Writing for A-Level Politics



An A-Level Politics Essay

Sample Q 2015 Evaluate the view that Parliament retains sole sovereignty within the UK political system.



CLEAR LOGICAL CHAIN OF REASONING

Marks are awarded for three things

1. A01 - Knowledge	2. A02 - Analysis	3. A03 - Judgement
	All linked to the question	
Institutions	Explanations	are arguments?
Individuals	how AO1 shows something about the Q	Good - Bad
Legislation	Comparisons	Strong - Weak
Events	Change over time	Right - Wrong
Examples		

Why do weaker students fail in essays?

Not just because they lack knowledge, although many do.

But because they cannot turn knowledge into judgement.

The biggest mistake we make....

Ask students to write full essays too early.

This overwhelms weak students.

So always do paragraphs first

The key idea - essays are made of paragraphs

P E A C A J
or PEACE for short...

Weak students should not practise essays first.

They should practise paragraphs first.

Essay = 3 judgement paragraphs

This reduces cognitive load.

This improves performance.

Paragraph Structure for Weak Students

Point

Evidence

This shows... which means - about the question

However

This is more significant because

This leads to the judgement that

Writing Essays - Paragraphs - AO2

Examples of AO2 phrases in paragraphs

This shows that

This indicates that

This is important because

This is significant because

This highlight that

What this means is

This suggests that

This supports the idea that

This questions the idea that

Examples of AO2 showing you are considering similar or differing points or examples

Similarly

Likewise

Correspondingly

Furthermore

Moreover

Additionally

Equally

Contrastingly

Alternatively

Conversely

However

Nonetheless

Whereas

Whereas one argument suggests that ..., this differs from the opposing view because ...

This leads us clearly to the judgement that the UK does now have a MMS

1. Live Writing

Teacher writes essays live while explaining what they are doing.

2. Teach paragraph before essay

Essay is too complex for weak students. Paragraph is the key unit.

3. Use worked examples

Show examples of paragraphs or sentences and explain why they are good.

4. Build up to essay writing

Stage 1

Teacher writes paragraph

Stage 2

Class writes paragraph

Stage 3

Student writes paragraph

Stage 4

Student writes essay

5. Provide scaffolding then gradually remove it

Sentence starters initially, essay frame, lists of useful sentences

6. Teach judgement

Weak students cannot do this naturally. Must teach what makes arguments strong.

7. Use comparison drills

Example exercise:

Which is stronger and why:

Devolution or House of Lords reform

This builds evaluation ability.

8. Practice of arguments

Students must repeatedly practice generating arguments. Look at Q and reach a judgement

10. Teach essay planning as a separate skill

Most weak students fail because of planning. Teach detailed and 5 minute planning structure.

11. Immediate feedback

This is important. They should get feedback as soon as they have written a paragraph. Ideally they will then do another while the feedback is in their minds.

1. The examiner's key question

Does this student decide which argument is stronger?

If yes

Level 4 or 5

If no

Level 3 or worse

2. We are judging which is the best argument..... not telling stories

View A is -----

View B is -----

View A is better than View B

CLEAR LOGICAL CHAIN OF REASONING

3. Which is the best argument

CLEAR LOGICAL CHAIN OF REASONING

2024 1b Using the source, evaluate the view that Constitutional Reform since 1997 has been a success 30 Marks

View A is Constitutional Reform since 1997 has been a success

View B is Constitutional Reform since 1997 has not been a success

View A is better than View B

add an exercise - what are the two possible arguments - use US examples only

4. Paragraphs

2024 1b Using the source, evaluate the view that Constitutional Reform since 1997 has been a success 30 Marks

One way in which Constitutional Reform since 1997 has been a success is through the better protection of rights

However the stronger argument is Constitutional Reform since 1997 not has been a success because rights have not been better protected

add an exercise - what evidence - use
US examples only

View B is better than View A

This leads us to conclude that in the area of Human Rights the reforms have not been a success.

CLEAR LOGICAL CHAIN OF REASONING

4. Paragraphs

2024 1b Using the source, evaluate the view that Constitutional Reform since 1997 has been a success 30 Marks

One Way in which Constitutional Reform since 1997 has been a success is through the better protection of rights

For example - Creation of the Human Rights Act

This shows better protection of rights because all laws and judgements have to follow the rules of the ECHR.

However the stronger argument is Constitutional Reform since 1997 not has been a success because rights have not been better protected

Parliamentary Sovereignty

This shows all our rights could be removed by a Government simply by creating an Act of Parliament. The reforms did not entrench rights and so cannot be considered a success.

add an exercise - what evidence - use US examples only

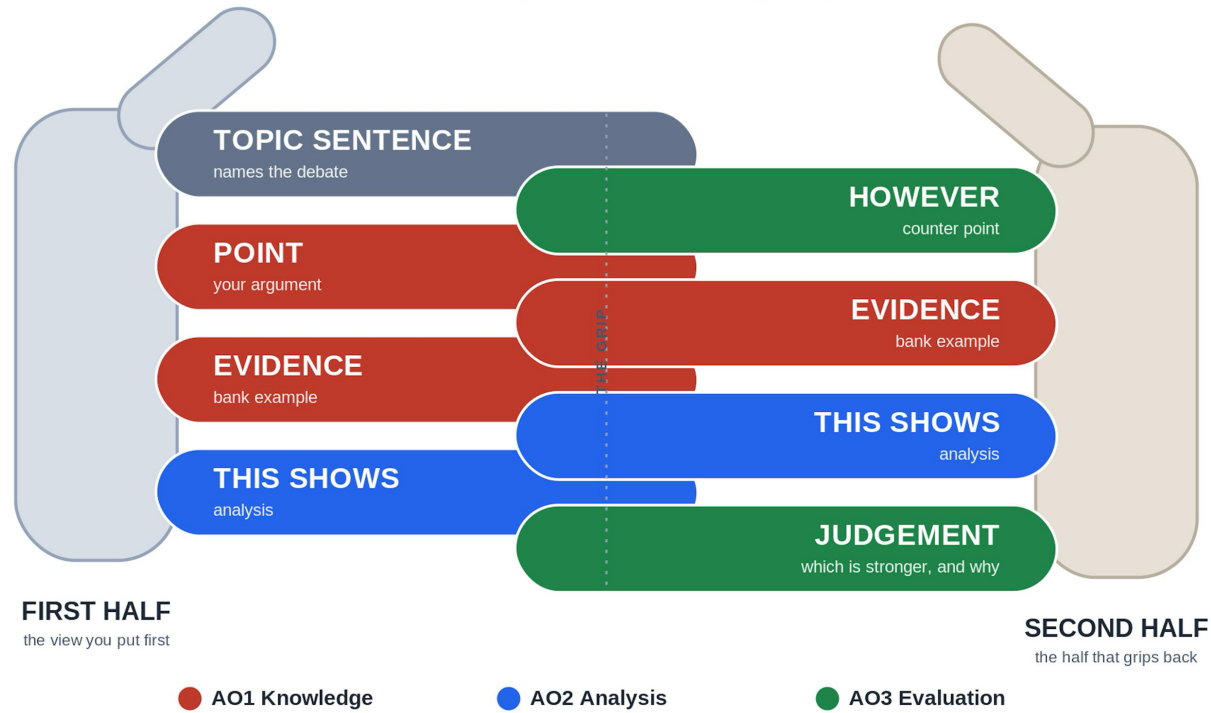
View B is better than View A

This leads us to conclude that in the area of Human Rights the reforms have not been a success.

CLEAR LOGICAL CHAIN OF REASONING

The Interlocking Hands Paragraph

One balanced paragraph. Two halves that grip together.



A single hand is a one-sided point. Interlock the halves, point meeting counter point and settled by a judgement, for a strong grip.

Evaluate the view that the House of Lords performs its role as a revising chamber effectively.

The House of Lords effectively performs its role as a revising chamber, through intensive scrutiny of legislation, whilst often proposing amendments that improve the quality of laws. Many peers have expertise and independence from party politics, which allows them to focus on careful examination rather than electoral pressures. For example, the House of Lords frequently suggest numerous amendments to bills before they return to the House of Commons for reconsideration, like the European Union withdrawal Bill, in which they made multiple amendments to the bill, including changes aimed at protecting Parliament's role in approving the final Brexit deal. However, its effectiveness is limited because it is unelected meaning it lacks democratic legitimacy, as its powers are restricted by the Parliament in 1949. This act allowed the Commons to override it after a delay of up to one year. This Act means the House of Lords cannot permanently block legislation passed by the House of Commons. Instead, the Lords can only delay most bills for up to one year while suggesting amendments. If the Commons reject these amendments and pass the bill again, it can become law without the approval of the Lords. This demonstrates that although the Lords can scrutinise and revise legislation, the elected Commons ultimately has the final say, which shows that the House of Lords do not perform their role as a revising chamber effectively.

Is the UK a two-party system?

EVTV the UK remains a two party system.

Some would argue that the UK is not a two-party system, as multiple parties win representation and influence policy. For example, in the 2010 United Kingdom general election, the Liberal Democrats (UK) won 57 seats and formed a coalition with the Conservative Party (UK). This demonstrates that third parties can hold the balance of power when no party wins a majority. The Liberal Democrats were able to shape policy, for example by pushing for a rise in the income tax personal allowance, illustrating that smaller parties can influence government decisions and therefore challenge the idea that the UK is strictly two-party.

This counterpoint doesn't really follow - it is really a separate point. A more direct counterpoint would be

“However the reality of power is that only one of the two main parties form a Government and they then dominate policy making, legislation and government. The main cause of this is

~~However, the UK's parliamentary system is often considered unrepresentative, largely due to the use of First Past the Post. For example, in the 2019 United Kingdom general election, the Conservative Party (UK) won 56% of seats with only 43.6% of the vote, while parties such as the Liberal Democrats (UK) gained over 11% of the vote but only 11 seats. This disproportionality means that smaller parties struggle to translate votes into seats, reinforcing the dominance of the two largest parties, the Conservative Party and the Labour Party. Therefore, although smaller parties can occasionally influence government, the electoral system structurally favours two dominant parties, meaning the UK still largely functions as a two-party system in practice.~~

2024 Q3B Evaluate the view that Congress fails to adequately hold the President to account. (30 Marks)

recycle the words in the Q

Choose one of the arguments as your Line of Argument -

weaker argument	Judgment: view in the Question is right = Are	A01
stronger argument	Judgment: view in the Question is wrong = Are	A02
		A03

Using your knowledge

CLEAR LOGICAL
CHAIN OF REASONING

A01 A01

Steve Witkoff, a real estate businessman and close personal associate of Trump, was appointed to a senior foreign policy role despite having no formal diplomatic or governmental experience, illustrating Trump's preference for loyal outsiders over Senate-confirmed officials.

A02 A02

This appointment supports the view that Congress fails to adequately hold the President to account because Witkoff's role bypasses traditional congressional scrutiny mechanisms such as confirmation hearings, reducing Congress's ability to question competence, independence, or policy direction.

A03

A03

However, this failure is not absolute, as Congress retains powers to investigate funding, summon witnesses, and legislate constraints, meaning Witkoff's influence highlights a weakness in accountability rather than proof that congressional oversight has entirely collapsed.

OR

Which leads us to conclude Congress fails

2024 Q3A Evaluate the view that the US Supreme Court is a political body rather than a judicial body. (30 Marks)

AO3

AO1

AO2

recycle the words in the Q

Choose one of the arguments as your Line of Argument -

weaker argument

Judgment: view in the Question is right = Are

A01

stronger argument

Judgment: view in the Question is wrong = Are Not

A02

A03

Using your knowledge

CLEAR LOGICAL
CHAIN OF REASONING

A01

Trump v USA 2024 immunity on official actions, SC as P echo chamber - 6-3
Kingdom of law

A02

6-3 this situation arose as a consequence of the political nature of the
nomination process Trump appointed people with sim ideological views
In a highly partisan USA the SC fall consistently on one side of the political divide

A03

Thus USSC is a political body

5. Levels

Level 5

“fully effective substantiated arguments and judgements”

Judges consistently

Level 4

Judges sometimes

Level 3

Balances

Level 2

Describes “generic conclusions without much justification”

6. Essays

2024 1b Using the source, evaluate the view that Constitutional Reform since 1997 has been a success 30 Marks

Introduction	Theme One	Theme Two	Theme Three	Conclusion
	Point	Point	Point	Concede
Definitions				
Context				
Line of Argument =	Counterpoint	Counterpoint	Counterpoint	Assert: Clear judgement direct answer to the question

2024 1b Using the source, evaluate the view that Constitutional Reform since 1997 has been a success 30 Marks

- recycle the words in the Q
- A01 Knowledge Judgment: view in the Question is right = CR is a success weaker argument
 - A02 Analysis Judgment: view in the Question is wrong = CR is NOT a success stronger argument
 - A03 Judgement weaker argument OR stronger argument

Introduction	Theme One	Theme Two	Theme Three	Conclusion
Definitions	Topic Sentence weaker argument Point			Concede
Context	Knowledge Analysis Counterpoint			Assert: Clear judgement direct answer to the question
Line of Argument = not working	stronger argument Knowledge Analysis comparisons Interim Judgement			

CLEAR LOGICAL CHAIN OF REASONING

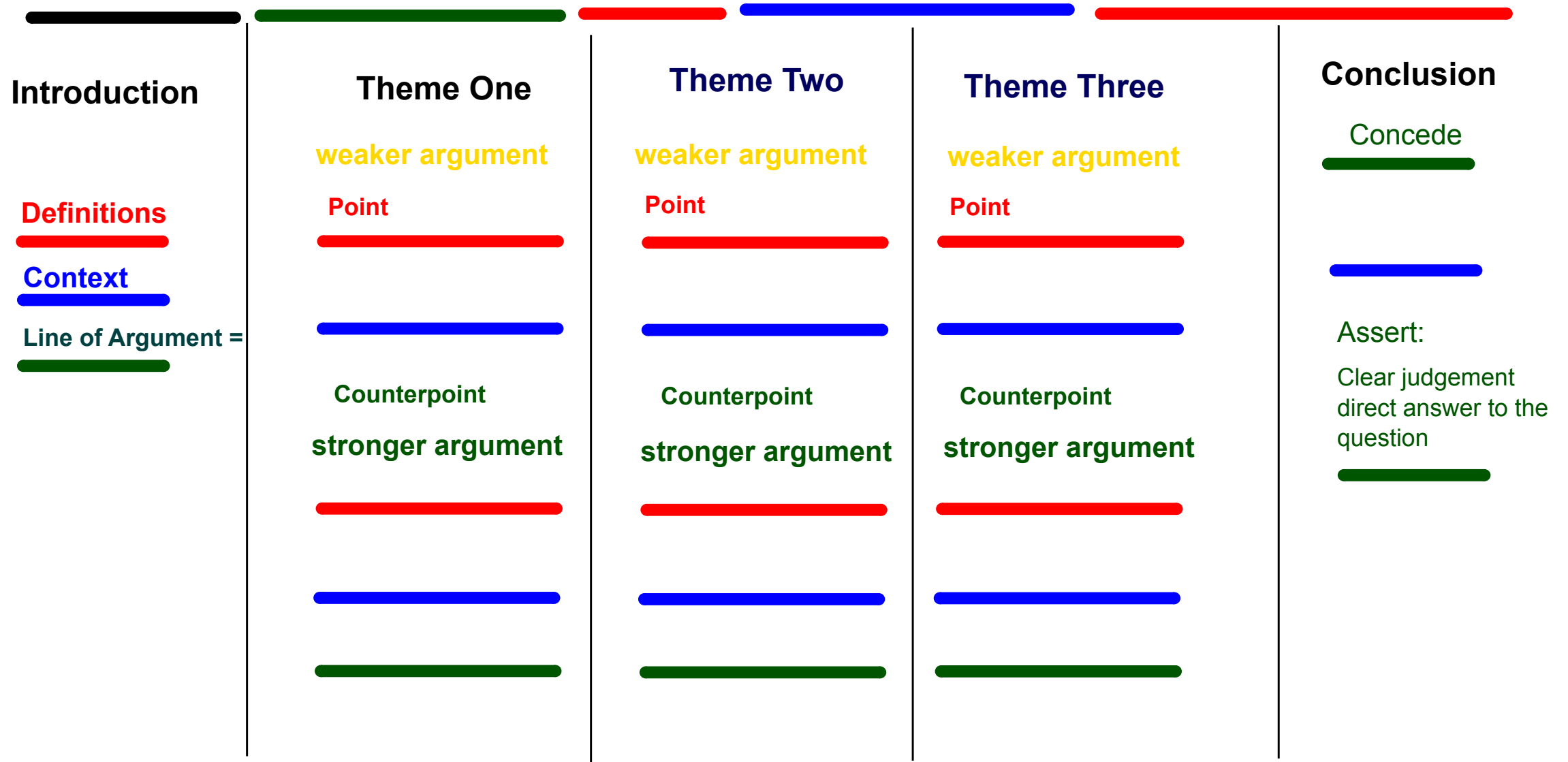
2024 1b Using the source, evaluate the view that Constitutional Reform since 1997 has been a success 30 Marks

- recycle the words in the Q
- A01 Knowledge Judgment: view in the Question is right = CR is a success
 - A02 Analysis Judgment: view in the Question is wrong = CR is **NOT** a success
 - A03 Judgement **weaker argument** OR **stronger argument**

Introduction	Theme One	Conclusion
<p>Definitions</p> <p>Rules for Gov & Rights</p>	<p>Topic Sentence One area in which Const R is argued to be a success is in Human Rights</p> <p>Point weaker argument</p>	<p>Concede</p>
<p>Context</p> <p>Changes - HR - H of L Brexit</p>	<p>HRA SC FOI Act</p> <p>Knowledge</p> <p>Analysis How this defends rights and is better</p>	
<p>Line of Argument = not working</p> <p>CR is NOT a success</p>	<p>Counterpoint However the stronger argument it is not a success</p> <p>Knowledge Parliament is Sovereign</p> <p>Analysis How it undermines the weaker argument</p> <p>comparisons Lack of entrenchment</p>	<p>Assert: Clear judgement direct answer to the question CR is NOT a success</p>
	<p>This leads us to the conclusion</p> <p>Interim Judgement CR is NOT a success</p>	
		<p>Theme Two</p> <p>Theme Three</p>

CLEAR LOGICAL CHAIN OF REASONING

Sample Q 2015 Evaluate the view that Parliament retains sole sovereignty within the UK political system.



CLEAR LOGICAL CHAIN OF REASONING



A01	Knowledge	Judgment: view in the Question is right =
A02	Analysis	Judgment: view in the Question is wrong =
A03	Judgement	weaker argument OR stronger argument

Introduction	Theme One	Conclusion
<p>Definitions</p> <p>Context</p> <p>What are your three themes? How is this Q linked to current events?</p>	<p>For each paragraph choose a theme - a topic that you will cover.</p> <p>Topic Sentence <---- Start with a clear identification of the topic. eg "One area is..."</p> <p>Point <---- Explain one side of the argument and identify this as the weak or strong argument. In a source Q use a quote from the source as a starter.</p> <p>Knowledge <---- Use one piece of relevant knowledge</p> <p>Analysis <---- Show how this supports one side of the question. "However - "</p> <p>Counterpoint <---- Explain the other side of the argument and identify this as the weak or strong argument. In a source Q use a quote from the source as a starter.</p>	<p>Concede "While we can see "</p> <p>Assert: Clear judgement direct answer to the question "It is clear..."</p>
<p>Line of Argument =</p> <p>Choose one view and stick to it</p>	<p>Knowledge <---- Use one piece of relevant knowledge</p> <p>Analysis <---- Show how this supports one side of the question.</p> <p>comparisons <---- As you make a point try to show how this is different to the points in the first half of the paragraph. Ideally you are showing how this argument is better/weaker than the first half.</p> <p>Interim Judgement <---- Make a clear judgment that follows from the points above</p>	

Theme Two

Theme Three

"This shows us that the view in the question is wrong because"

"The most significant argument ..."

CLEAR LOGICAL CHAIN OF REASONING

A01	Knowledge	recycle the words in the Q Judgment: view in the Question is right =	s
A02	Analysis	Judgment: view in the Question is wrong =	s
A03	Judgement	weaker argument OR stronger argument	

Introduction Keep it brief

Definitions Comma definitions

Context Do a quick summary of three themes you will cover and show how these are relevant to current politics.

Line of Argument = This essay will argue the view in the question is right/wrong

A01	Knowledge	Judgment: view in the Question is right = s
A02	Analysis	Judgment: view in the Question is wrong = s
A03	Judgement	weaker argument OR stronger argument

Theme For each paragraph choose a theme - a topic that you will cover.

Topic Sentence <---- Start with a clear identification of the topic. eg "One area is..."

Point <---- Explain one side of the argument and identify this as the weak or strong argument. In a source Q use a quote from the source as a starter.

Knowledge <---- Use one piece of relevant knowledge

Analysis <---- Show how this supports one side of the question.

Counterpoint "However - "

<---- Explain the other side of the argument and identify this as the weak or strong argument. In a source Q use a quote from the source as a starter.

Knowledge <---- Use one piece of relevant knowledge

Analysis <---- Show how this supports one side of the question.

comparisons <---- As you make a point try to show how this is different to the points in the first half of the paragraph. Ideally you are showing how this argument is better/weaker than the first half.

Interim Judgement <---- Make a clear judgment that follows from the points above

A01	Knowledge	<small>recycle the words in the Q</small> Judgment: view in the Question is right = s
A02	Analysis	Judgment: view in the Question is wrong = s
A03	Judgement	weaker argument OR stronger argument

CLEAR LOGICAL CHAIN OF REASONING

Theme

Topic Sentence

Point

Knowledge

Analysis

Counterpoint

Knowledge

Analysis

comparisons

**Interim
Judgement**

A01	Knowledge	Judgment: view in the Question is right = recycle the words in the Q s
A02	Analysis	Judgment: view in the Question is wrong = s
A03	Judgement	weaker argument OR stronger argument

Using your knowledge

CLEAR LOGICAL

CHAIN OF REASONING

weaker argument

A01

A02

A03

A01	Knowledge	recycle the words in the Q Judgment: view in the Question is right = s
A02	Analysis	Judgment: view in the Question is wrong = s
A03	Judgement	weaker argument OR stronger argument

Conclusion

Concede "While we can see "

Briefly show the strengths of the weaker argument

Assert: "It is clear..."

Clear judgement
direct answer to the
question

If you have time recap three themes and why they lead to this conclusion

In AO2 and AO3 political information means source.		
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-6	<ul style="list-style-type: none"> • Demonstrates superficial knowledge and understanding of political institutions, processes, concepts, theories and issues, with limited underpinning of analysis and evaluation (AO1). • Limited comparative analysis of political information with partial, logical chains of reasoning, referring to similarities and/or differences within political information, which make simplistic connections between ideas and concepts (AO2). • Makes superficial evaluation of political information, constructing simple arguments and judgements, many of which are descriptive and lead to limited unsubstantiated conclusions (AO3).
Level 2	7-12	<ul style="list-style-type: none"> • Demonstrates some accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, some of which are selected appropriately in order to underpin analysis and evaluation (AO1). • Some emerging comparative analysis of political information with some focused, logical chains of reasoning, referring to similarities and/or differences within political information, which make some relevant connections between ideas and concepts (AO2). • Constructs some relevant evaluation of political information, constructing occasionally effective arguments and judgements, some are partially substantiated and lead to generic conclusions without much justification (AO3).
Level 3	13-18	<ul style="list-style-type: none"> • Demonstrates mostly accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, many of which are selected appropriately in order to underpin analysis and evaluation (AO1). • Mostly focused comparative analysis of political information with focused, logical chains of reasoning, drawing on similarities and/or differences within political information, which make mostly relevant connections between ideas and concepts (AO2). • Constructs generally relevant evaluation of political information, constructing generally effective arguments and judgements, many of which are substantiated and lead to some focused conclusions that are sometimes justified (AO3).
Level 4	19-24	<ul style="list-style-type: none"> • Demonstrates accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, which are carefully selected in order to underpin analysis and evaluation (AO1). • <u>Consistent comparative analysis of political information</u>, with coherent, logical chains of reasoning, drawing on similarities and differences within political information, which make relevant connections between ideas and concepts (AO2). • Constructs mostly relevant evaluation of political information, constructing mostly effective arguments and judgements, which are mostly substantiated and lead to mostly focused and justified conclusions (AO3).
Level 5	25-30	<ul style="list-style-type: none"> • Demonstrates thorough and in-depth knowledge and understanding of political institutions, processes, concepts, theories and issues, which are effectively selected in order to underpin analysis and evaluation (AO1). • Perceptive comparative analysis of political information, with sustained, logical chains of reasoning, drawing on similarities and differences within political information, which make cohesive and convincing connections between ideas and concepts (AO2). • Constructs fully relevant evaluation of political information, constructing fully effective arguments and judgements, which are consistently substantiated and lead to fully focused and justified conclusions (AO3).

2025 Q2a Evaluate the view that the Labour Party is more **internally** divided than the Conservative Party.

Agreement

Labour remains deeply divided over its historical legacy and past between 'Old Labour' and 'New Labour'. The two 'camps' still manifest themselves today across a range of policy divides. Labour as a party was created from and by the trade union movement and the working classes. This is reflected in 'Old Labour' policy, for example on taxation or renationalisation. However, in recent times the party adopted the policies and views of the Third Way as 'New Labour'. This gave competing views of its strategic direction. (AO2)

We can conclude that these fundamental tensions remain at the core of the party today. (AO3)

Labour has also been divided over the leadership, leading to further splits.

In and out of office the Labour Party have been divided by its leaders who are seen as either too left or not left enough. Such a fate arose with Jeremy Corbyn, and now arguably Keir Starmer; and can be seen in disputes over issues like welfare cuts, winter fuel allowances, and the two-child cap. Similarly from 1997 to 2007 leadership rivalry existed between Blair and Brown (AO2)

We can conclude that the divisions in leadership, and over leaders' policies, are continued manifestations of the ideological split in the party. (AO3)

There is a clear and continuing division within Labour over elements of foreign policy.

A significant split arose in the Labour Party over its stance on EU membership and divisions in the party created a period of dithering on which stance to take (AO2)

Whilst Brexit itself is no longer as relevant, clear divides on foreign policy - such as overseas aid, Gaza, and how to engage President Trump - remain (AO3)

By contrast the Conservatives have consistently shown the ability to ultimately unite.

In contrast the Conservatives showed a remarkable unity on Brexit during the 2019 election, and indeed are currently united in opposing many labour policies (AO2)

Thus, we can conclude that the Conservatives have a stronger tradition than Labour in overcoming disunity (AO3)

2025 Q2a Evaluate the view that the Labour Party is more **internally** divided than the Conservative Party.

Disagreement

The Conservative Party has been split since 1979 over its commitment to One Nation policies or the New Right, and these divisions still remain relevant today.

Just as the Labour Party has two clear camps, so do the Conservative Party with its New Right and One Nation sections. For much of its history One Nation was dominant but Mrs Thatcher moved the party in a different direction. The party has had ideological division since her departure and leaders claimed to represent both traditions. (AO2)

We can conclude that as these two traditions are in many ways incompatible that this created a fundamental divide which persists today. (AO3)

The issue of Europe and in particular membership of the EU has plagued the Conservative Party since the 1990s.

Since the 1990s the party has had fundamental splits over Europe, originally the Eurosceptics were a minority but since 2010 they became the dominant section of the party. (AO2)

This anti-European trend continues as sections of the Conservative party wish to leave the ECHR and revoke the HRA, and disagree about the impact of Brexit – hence divides over Europe for the party continue. (AO3)

ECHR

Policy divisions still permeate the party over issues such as immigration, taxation, and its green agenda.

The party has clear divides and tensions over key policy areas: it cites green credentials but has opened up new sites for the extraction of more fossil fuels and is divided on 'net zero'. It is divided over how immigration should be handled and has problems with simultaneously providing public service improvements and tax cuts. (AO2)

We can conclude that the party is at a crossroads and uncertain how to structure its flagship policies and create a new political agenda. (AO3)

By contrast Labour was remarkably united during the 2024 election, and largely since, whilst the Conservatives continue to be divided

Whilst the Conservatives struggled to unite in the 2024 election, and there is already talk of replacing Badenoch, Labour showed strong unity in the election campaign and there are currently no serious rivals to Starmer (AO2)

This can lead us to conclude that, as in the years following 1997, the usual perception of 'united Conservatives and disunited Labour' has been reversed (AO3)

Accept any other valid responses.

It should be noted that the question is about the current situation in the parties. Historical content is therefore creditable where it is used to cast light on current divisions

2024 1a Using the source, evaluate the view that there should be an elected House of Lords.
 Their A01 A03 A02 Your A01

A01 Knowledge Judgment: view in the Question is right =
recycle the words in the Q
A02 Analysis Judgment: view in the Question is wrong =
A03 Judgement weaker argument OR stronger argument



CLEAR LOGICAL CHAIN OF REASONING

2024 1a Using the source, evaluate the view that there should be an elected House of Lords.

UK Government

Source 1 (a)

Source 1 (a) explores the role of the unelected House of Lords in UK democracy.

The House of Lords plays a key role in our constitutional system.

The Lords performs an essential role as a revising chamber, providing detailed scrutiny of legislation and government activity. Increasingly, the Lords has become a key check on government, challenging legislation that has passed easily through the Commons. The Lords can do this because of its unelected nature. The key features of an appointed House are greater independence, the absence of a government majority, its expertise and the greater amount of time members can dedicate to legislative scrutiny.

Reforms to change the membership of the House of Lords from appointed to elected may upset the existing constitutional balance. Firstly, an elected Lords may have the same issues as the Commons weakening its ability to check the government. Secondly, a clash could develop between the Commons and an elected Lords over whether the Commons or the Lords is more legitimate.

The unelected House of Lords is completely indefensible.

The House lacks the democratic mandate to do its job effectively. The House is not full of specialists, but is stuffed full of party donors, lobbyists, and wealthy, well connected individuals. Appointments have been increasingly numerous and inappropriate, with many new peers rarely contributing to the work of the House. The presence of hereditary peers and religious representatives is not suitable in a modern democracy. Also, attempts to limit the size and cost of the 800-member chamber have had little impact.

The Lords must have electoral legitimacy to do its job well. It should be much smaller and should more accurately represent the regions and nations of the UK whilst keeping the same powers. Then the Lords can play its key constitutional role of ensuring that there are effective checks on the power of government without challenging the authority of the Commons.

(Source: <https://www.instituteforgovernment.org.uk/comment/labour-house-of-lords-reform>)

Parliament Past Questions

2025 2a Evaluate the view that backbenchers in the House of Commons are increasingly effective at carrying out their roles. **30 Marks**

2024 1a Using the source, evaluate the view that there should be an elected House of Lords.

2024 2a Evaluate the view that sovereignty does not lie in Parliament alone.

2024 2b Evaluate the view that the government's control of the House of Commons has weakened in recent years.

2023 2a Evaluate the view that when it comes to fulfilling their respective functions, the House of Lords can be seen as more successful than the House of Commons.

2023 2b Evaluate the view that select committees are the most effective way for the House of Commons to hold the Executive to account.

2023 - Mocks - 1a Using the source, evaluate the view that Parliament is largely effective at challenging the work of the Government.

2022 1a Using the source, evaluate the view that Parliament is largely ineffective in shaping government legislation.

2021 1a Using the source, evaluate the view that the roles and membership of the House of Lords require reform..

2020 1a Using the source, evaluate the view that the principal role of backbench MPs is now to hold the government to account. -

2019 2b Evaluate the view that although the House of Lords has less power than the House of Commons, in practice it exerts more influence on government decisions.

Sample Paper 2a Evaluate the view that Parliament retains sole sovereignty within the UK political system.

What we are aiming at

	Mark	AO1	AO2	AO3
Level 5	25-30	<p>Thorough and in depth knowledge of political institutions, processes, concepts theories and issues.</p> <p>Points made fully answer the set question.</p> <p>Wide range of well selected examples.</p>	<p>Perceptive analysis of aspects of politics.</p> <p>Arguments are clearly focused on the question and follow on from each other.</p> <p>Clear explanation and comparison of all contrasting views</p> <p>Clear connection between all knowledge</p>	<p>Clear Line of Argument.</p> <p>Well focused and justified conclusions that clearly flow from the essay.</p> <p>Fully substantiated arguments and judgements, which are consistently supported with evidence.</p>

Section C

Guidelines for Marking Questions 3a–3c		
<p>AO1 (10 marks) Marks here relate to knowledge and understanding. It should be used to underpin analysis (AO2) and evaluation (AO3).</p>		
<p>AO2 (10 marks) Candidates should form analytical views which support and reject the view presented by the question.</p>		
<p>AO3 (10 marks) Candidates are expected to evaluate the information and arguments presented. They may rank the importance of the prior analysis. They should be able to make and form judgments and they should reach reasoned conclusion.</p>		
<p>Candidates must consider both views in their answers in a balanced way.</p> <p>The judgement a candidate reaches about these views should be reflected in their conclusion.</p> <p>Candidates who have not considered both views in a balanced way cannot achieve marks beyond Level 2.</p> <p>Other valid responses are acceptable.</p>		
Level 4	19–24	<ul style="list-style-type: none"> • Demonstrates accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, which are carefully selected in order to underpin analysis and evaluation (AO1). • Consistent analysis of aspects of politics, with coherent logical chains of reasoning, which make relevant connections between ideas and concepts (AO2). • Constructs mostly relevant evaluation of aspects of politics, constructing mostly effective arguments and judgements, which are mostly substantiated and lead to mostly focused, justified conclusions (AO3).
Level 5	25–30	<ul style="list-style-type: none"> • Demonstrates thorough and in-depth knowledge and understanding of political institutions, processes, concepts, theories and issues, which are effectively selected in order to underpin analysis and evaluation (AO1). • Perceptive analysis of aspects of politics, with sustained, logical chains of reasoning, which make cohesive and convincing connections between ideas and concepts (AO2). • Constructs fully relevant evaluation of aspects of politics, constructing fully effective substantiated arguments and judgements, which are consistently substantiated and lead to fully focused and justified conclusions (AO3).

2024 Q3A Evaluate the view that the US Supreme Court is a political body rather than a judicial body. (30 Marks)

AO3

AO1

AO2

recycle the words in the Q

Choose one of the arguments as your Line of Argument -

weaker argument

Judgment: view in the Question is right = Are

A01

stronger argument

Judgment: view in the Question is wrong = Are Not

A02

A03

Using your knowledge

CLEAR LOGICAL CHAIN OF REASONING

A01

Trump v USA 2024 immunity on official actions, SC as P echo chamber - 6-3
Kingdom of law

A02

6-3 this situation arose as a consequence of the political nature of the nomination process Trump appointed people with sim ideological views
In a highly partisan USA the SC fall consistently on one side of the political divide

A03

Thus USSC is a political body

Ideology Questions

Essay Structure

either

Two/Three Themes

or

Agree

Disagree

Disagree

2025 Q1A Examine the similarities between the role and significance of the UN Security Council and the role and significance of NATO. **(12 Marks)**

One Similarity is

X says

Similarly

Y Says

Whereas

For example

