

GCSE POLITICS

Revision Checklist

Paper 1

Citizenship in Perspective

Assesses: Sections 1, 2 🇬🇧 3

Time: 50 minutes

Paper 2

Citizenship in Action

Assesses: Sections 1, 2, 3 🇬🇧 4

Time: 1 hour 45 minutes

Paper 3

Our rights, our society, our world

Assesses: Sections 1 🇬🇧 3

Time: 1 hour

Topic Overview

Section 1

- 1) Rights and Responsibilities
- 2) The Law
- 3) The Legal System in England 🇬🇧 Wales

Section 2

- 1) Democracy, elections and voting in the UK
- 2) National, local, regional and devolved governments
- 3) The British constitution
- 4) The economy, finance and money
- 5) The role of the media and the free press
- 6) Citizenship participation in the UK
- 7) Politics beyond the UK

Section 3

- 1) Identity and diversity in UK society
- 2) The UK and its relations to the wider world

Section 4

Citizenship in Action

Section 1: Rights, the law and the legal system in England & Wales

1.1: Rights and responsibilities <i>Textbook chapter 1</i>	Reviewed once	Reviewed twice	Revised
I understand the difference between moral and legal rights.			
I can describe the moral rights and responsibilities different people (i.e. citizens, students, teachers, police) have.			
I understand what Human Rights are and how they have developed over time. (UDHR & HRA1998)			
I understand how Human Rights are protected across the world (and who protects them.)			
I understand the arguments (for and against) raising the age of criminal responsibilities.			
I understand the legal age limits in the UK for: voting, marriage, joining the army, consent, buying a pet, etc.			
I know the background of the Magna Carta and understand its significance in shaping the UK's development of rights.			
I understand the United Nations Convention on the rights of a child.			
I understand the role and purpose of trade unions and can give examples of how they support members.			
I understand how Human Rights can become conflicted with each other.			
I can give specific examples of Human Rights abuse that still happen today.			
I can analyse rights in a local, national and global situation where there is a conflict.			
I understand what employee associations are and how they work.			

Key vocabulary for this topic:

Moral, Legal Rights and Responsibilities, Human Rights, Equality, Liberty, Rule of Law, Trade Unions, Criminal Responsibility, Employees Associations and Balancing Human Rights.

Section 1: Rights, the law and the legal system in England & Wales

1.2: The Law <i>Textbook chapter 2</i>	Reviewed once	Reviewed twice	Revised
I understand the purpose of the law and the difference between laws and rules.			
I understand the concepts of fairness and justice in the law.			
I know the nine protected characteristics under the Equality Act 2010 (Age, disability... etc)			
I know how to make a complaint under the Equality Act 2010 (dealing with an employer)			
I understand the importance of the concept 'Innocent until proved guilty.'			
I understand the difference between Civil and Criminal Law and can explain the differences.			
I can specifically name the different courts used in criminal, civil and appeal cases.			
I understand the main sources of law and can explain them (Common law, case law etc...)			
I understand the different legal jurisdictions of the UK (with a focus on England and Wales)			
I understand the key terms legal aid, tribunals, CPS and joint enterprise			

Key vocabulary for this topic:

Laws, Rules, Common Law, Judge Made Law, Legislation, Precedence, Fairness, Equality, Justice, Miscarriage of Justice, Legal Jurisdiction, Acts of Parliament, Tribunals, Crown Prosecution Service, Innocence Until Proven Guilty

Section 1: Rights, the law and the legal system in England & Wales

1.3: The Legal System in England & Wales <i>Textbook chapter 3</i>	Reviewed once	Reviewed twice	Revised
I can identify the rights and responsibilities of Police Officers			
I understand citizens rights and responsibilities when dealing with the police.			
I understand the role and work of Police and Crime Commissioners PCC and 'Special Constables.'			
I understand the differences between the Magistrates and the Crown Court.			
I understand how the youth court works and its differences from other courts.			
I understand the role of magistrates (selection, appointment and powers.)			
I understand the role of juries (debate about whether to keep them.)			
I understand the work of county, employment tribunals and the family courts in civil cases.			
I understand the different roles citizens can play in the legal system (plus advantages and disadvantages of involving them.)			
I understand the causes of crime and methods that can be used to reduce it.			
I understand the arguments for and against the detainment of criminals in prison.			
I can identify a range of punishments available to the courts and understand the purposes behind them.			
I understand how we support victims of crime (including restorative justice.)			

Key vocabulary for this topic:

Laws, Rules, Common Law, Judge Made Law, Legislation, Precedence, Fairness, Equality, Justice, Miscarriage of Justice, Legal Jurisdiction, Acts of Parliament, Tribunals, Crown Prosecution Service, Innocence Until Proven Guilty

Section 2: Democracy and Government

2.1: Democracy, Elections and Voting in the UK <i>Textbook chapter 4</i>	Reviewed once	Reviewed twice	Revised
I can explain the evolution of democracy and the different types (Direct and Representative.)			
I understand the features of a democratic government in the UK (inclusive franchise.)			
I can explain citizens roles and responsibilities in an election (how to vote, be a candidate, join a party.)			
I can name the main UK political parties, their leaders and some issues they stand for.			
I can name the main political parties of Scotland, Wales and Northern Ireland (Unionist and Nationalists.)			
I understand and can explain how the 'First Past the Post' electoral system works (Compare it to PR.)			
I understand the different types of electoral systems and which election they are used in.			
I can explain the advantages and disadvantages of each electoral system (FPTP, AMS, STV, Closed Party list system.)			
I understand how a general election works and can explain the outcome of the most recent elections.			
I can define the key terms: Constituency, Referendum, Manifesto, By-election and Ballot.			
I know who can and cannot vote in different elections across the UK.			
I understand how citizens can hold those in power to account.			

Key vocabulary for this topic:

Franchise, Suffrage, Elections, Ballot, Policy, Political Party, Manifesto, Polling Station, Classical Democracy, Direct Democracy, Representative Democracy, Parliament, Constituency, Electoral Systems, Accountability, Scrutiny, Referendum, Turnout, Polling, Mandate.

Section 2: Democracy and Government

2.2: National, Local, Regional & Devolved Governments <i>Textbook chapter 5</i>	Reviewed once	Reviewed twice	Revised
I can identify the different national and devolved governments in the UK.			
I can identify which powers are reserved by the UK parliament and which powers are devolved.			
I can explain how local authorities (councils) work and their responsibilities (including GLA in London.)			
I can explain the arguments FOR and AGAINST further devolution of power (Scotland Referendum.)			
I can explain the arguments FOR and AGAINST decentralisation of power from Westminster.			
I can explain how a government is formed, following a parliamentary or assembly election.			
I can explain how the power sharing agreement in Northern Ireland works and link this to the peace agreement.			
I understand the reasons for devolution and decentralisation.			
I can explain the changing relationship between England, Northern Ireland, Scotland and Wales.			

Key vocabulary for this topic:

Parliament, Government, Monarchy, Prime Minister, Cabinet, Government Ministers, Ministerial Responsibility, Assembly, Devolution, Decentralisation, Welsh Assembly, Scottish Parliament, Northern Ireland Assembly, Councils, Centralisation, Parish Councils, Greater London Authority, Reserved Powers, Devolved Powers.

Section 2: Democracy and Government

2.3: The British Constitution <i>Textbook chapter 6</i>	Reviewed once	Reviewed twice	Revised
I understand the difference between a written (Uncodified) and unwritten constitution.			
I can explain the difference between parliament and government and explain how one holds the other accountable.			
I understand and can explain the separation of powers in the UK government (Legislature, Judiciary Executive and the Crown).			
I understand how a bill passes through parliament and becomes a law (inc. EVEL).			
I can explain in detail the inner workings of parliament (Select Committees, Commons Speaker, Black Rod, Budget).			
I understand why we have a bicameral parliament and how it works (HOC and HOL).			
I understand what the civil service is and its core values.			
I understand the term parliamentary sovereignty and the issues surrounded by it (EU).			
I understand the differences between the House of Commons and the House of Lords.			
I can explain how parliamentary candidates are selected.			
I understand parliament debates and the process for policy formulation (different types of bills – public bills and private members bills).			
I understand the roles police, civil service and judges play within the British constitution.			

Key vocabulary for this topic:

Parliament, Government, Monarchy, Prime Minister, Cabinet, Government ministers, Ministerial responsibility, Judiciary, Legislature, Executive, Bicameral, Constitution, Uncodified, House of Lords, House of Commons, , Speaker, Whip, Black Rod, Select Committees, Civil Service, Sovereignty, Bill, Act, Royal Assent

Section 2: Democracy and Government

2.4: The Economy, Finance & Money <i>Textbook chapter 7</i>	Reviewed once	Reviewed twice	Revised
I understand how the government manages the economy when its growing or in recession.			
I understand the different types of taxes that exist (difference between direct and indirect taxes).			
I understand the different views and approaches to spending taxes on public services (privatisation).			
I understand the UK governments main spending priorities (which departments get allocated the most money).			
I understand how difficult is it for the government to balance the books whilst meeting the varying complex needs of the nation.			
I understand the role and function of the treasury.			
I understand how taxation can be used as a tool to impact economic growth and stimulate the economy.			
I can explain the arguments FOR and AGAINST the private sector delivering public sector services.			

Key vocabulary for this topic:

Taxation, Direct Tax, Indirect Tax, Public Sector, Private Sector, Privatisation, Expenditure, Income, Growth, Inflation, Recession, Benefits, Welfare, Local Authority, Privatisation, Value for Money

Section 2: Democracy and Government

2.5: The Role of The Media and Free Press <i>Textbook chapter 8</i>	Reviewed once	Reviewed twice	Revised
I understand the medias moral and legal rights and responsibilities when reporting the news.			
I understand the important role the media plays in a democracy (Free Press).			
I can explain the arguments FOR and AGAINST media regulation and censorship (Leveson Inquiry).			
I understand how the media is regulated and how complaints can be made.			
I understand and can explain how the media is used to support campaigns, pressure groups and political parties.			
I understand and can give examples of how the media holds powerful people accountable in a democracy.			
I can identify the different types of media (new media, traditional media, social media)			
I can explain the News of the World phone hacking scandal.			
I understand the different legal jurisdictions of the UK (with a focus on England and Wales).			
I can identify the need to balance the Human Rights' freedom of expression with the right to privacy and to not be discriminated against.			
I can explain (with example cases) excellent investigative journalism that has helped bring justice (Stephen Lawrence).			

Key vocabulary for this topic:

Leveson Inquiry, Phone Hacking, Accountability, Scrutiny, BBC, Press Freedom, Press Suppression, Regulation, Public Interest, Censorship, Propaganda, Social Media, New Media, Traditional Media, Privacy Libel, Slander, Investigative Journalism

Section 2: Democracy and Government

2.6: Citizenship Participation in the UK <i>Textbook chapter 9</i>	Reviewed once	Reviewed twice	Revised
I understand how and why a citizen might decide to take action on an issue.			
I understand the role of pressure groups and can give 3 specific examples.			
I understand how citizens can get involved in politics and how to encourage greater participation.			
I understand a variety of different campaign methods, including how to use social media.			
I understand the purpose of the National Citizens Service.			
I can identify ways to improve civic engagement and voter turnout at elections.			
I understand the role trade unions play and can give examples of successful actions they have taken.			
I can explain how a citizen can challenge injustice, address a local community issue or national public policy.			
I have planned a course of informed citizenship action.			
I have carried out my citizenship action to make a benefit or change to a group of people in society.			
I have evaluated my citizenship action in relation to the aim's and sub aims of my campaign.			

Key vocabulary for this topic:

Leveson Inquiry, Phone Hacking, Accountability, Scrutiny, BBC, Press Freedom, Press Suppression, Regulation, Public Interest, Censorship, Propaganda, Social Media, New Media, Traditional Media, Privacy Libel, Slander, Investigative Journalism

Section 2: Democracy and Government

2.7: Politics Beyond the UK <i>Textbook chapter 10</i>	Reviewed once	Reviewed twice	Revised
I am able to compare the UK's democratic rights for citizens with the democratic rights of citizens in other countries around the world.			
I am able to compare a democratic country with a non-democratic country.			
I am able to explain how the government of the USA operates.			
I am able to explain how China's government operates and the influence the communist party has over it.			
I understand what features to look for in a democratic country.			
I can evaluate the extent to which the UK embodies democratic values in comparison with other governments.			

Key vocabulary for this topic:

Democracy, Communism, Totalitarianism, Dictatorship, Corruption, Authoritarian, Civil Liberties, Civil Rights, Constitution, Governance, Religious Authorities, Globalisation, Human Rights, Violations, International Treaties

Section 3: The UK and the Wider World

3.1: Identities and Diversity in UK Society <i>Textbook chapter 11</i>	Reviewed once	Reviewed twice	Revised
I can explore the complex identities UK citizens have (Britishness) and the make up of the UK.			
I understand British values.			
I can describe the recent history of migration to the UK.			
I can explain the key factors contributing to our sense of identity.			
Using examples, I can explain why Britain is multicultural.			
I understand migration patterns (net migration, push/pull factors, political and economic).			
I understand the arguments in favour of supporting migration and restricting migration.			
I understand the terms asylum seekers and refugees and understand the application process.			
I understand the importance of community cohesion and can identify factors that contribute to it.			
I understand how citizens and government can encourage community cohesion.			
I understand the terms prejudice, discrimination, stereotypes, Islamophobia and xenophobia.			
I understand the challenges caused by immigration and the impact this has on communities.			
I understand how citizens and local authorities can take a range of actions to improve cohesion in their areas.			

Key vocabulary for this topic:

Britishness, Citizenship, Values, Ethics, Community Cohesion, Tolerance, Diversity, Multi-ethnic, Multicultural, Tension, Identity, Migration, Emigration, Net Migration, Asylum Seekers, Refugees, Economic Migrants, Political Migrants, Push Factor, Pull Factor, Islamophobia, Extremism, Xenophobia

Section 3: The UK and the Wider World

3.2: The UK and its relations with the wider world <i>Textbook chapter 12</i>	Reviewed once	Reviewed twice	Revised
I can identify a variety of international organisations the UK are members of.			
I understand the history, aims, role and purpose of the Commonwealth.			
I understand the history, aims, role and purpose of NATO.			
I understand the history, aims, role and purpose of the Council of Europe (ECtHR + ECHR).			
I understand the role of the Council of Europe, International Criminal Court and the ICJ.			
I understand the history, aims, role and purpose of the United Nations.			
I can describe some of the positive work/missions of the United Nations.			
I understand the history, aims, role and purpose of the European Union.			
I understand the arguments in favour of staying in the EU and arguments for leaving.			
I understand international humanitarian law (e.g. Geneva Convention, ICC, Unicef).			
I understand the different types of aid and the ways an MEDC can support an LEDC.			
I understand the role and purpose of NGO's and can describe specific examples of the work they do.			
I understand various reasons why (and how) the UK should help assist other countries in need.			

Key vocabulary for this topic:

Council of Europe, North Atlantic Treaty Organisation, European Union, Commonwealth, United Nations, World Trade Organisation, Non-Governmental Organisation, International Humanitarian Laws, International Criminal Court, International Court of Justice, Moral Obligation, Brexit, Referendum, Policy, Human Rights

Section 4: Citizenship in Action

4.1: Citizenship in Action: checklist for your project	Reviewed once	Reviewed twice	Revised
Worked as part of a team to take citizenship action.			
Decided on an issue to investigate and how it links to the exam board specification.			
Explained your own teams viewpoint on the issue.			
Gathered evidence to explain the wide variety of viewpoints on your chosen issue.			
Conducted primary and secondary research about your issue.			
Come up with a set of overall aims for your campaign, determined what success will look like.			
Undertaken a range of activities (campaign methods) to achieve your campaign aims.			
Critically evaluated actions they/you have taken.			
Understood the strengths and weaknesses and opportunities for development in relation to your campaign.			
Understood how to make a campaign impact on a local, national and global setting			

Key vocabulary for this topic:

Advocacy, Lobbying, Pressure Group, MP's, Councillors, Police and Crime Commissioners, Support, Campaign Group, Voluntary Group, Citizens Advice Bureau, Social Media, Placard, Campaign Methods and Tactics, Digital Democracy, Public Life , Influence, Community, Injustice, Public Participation, E-petition