



A Level Politics – Bridging the Gap from Year 11

What is Politics?

Welcome, Year 11!

It's never been a more exciting time to be studying Politics. In the UK we're still coming to terms with Brexit which is creating changes that will shape the future direction of Britain and the United Kingdom. We've also had an unprecedented global pandemic that has challenged all aspects of life. The way politicians have responded and will recover will continue to shape our lives for many years. In the US we've seen America rocked by the presidency of Donald Trump. The issues that surrounded the 2020 presidential election led some people to question whether US democracy would survive. Joe Biden has an enormous job on his hands to recover from COVID, repair a fractured nation and restore trust in politics. Our studies over the next two years will look at this and will cover the news stories that haven't even taken place. I'm excited to start these studies together in September.

This 'Bridging Work' from Y11 seeks to introduce you to A level Politics. The pack is designed to give you a flavour of what A level Politics is all about. Part 1 of the pack will introduce you to some core political concepts and events, to aid your understanding of politics ready for sixth form. Part 2 of the pack will be an independent research project. The work in these packs will take some time, so you can break it up. Don't feel you need to complete it all in one go! You can complete the tasks in this booklet in the spaces provided.

You are required to email your completed work by _____.

Email if you need anything!

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| A Level course outline | | |
|--|-------------------------------|--|
| Year 12: UK Politics | Year 12-13: Ideologies | Year 13: US Politics |
| UK Constitution, Parliament & Prime Minister | Liberalism | US Constitution, Congress & Presidency |
| UK Democracy | Conservatism | US Democracy |
| UK Parties | Socialism | US Parties |
| UK Elections & Voting | Feminism | US Elections & Voting |

PART 1

Task One: What is Politics?

“Politics is the study of how a people, a nation or a state is governed.”

When most people think of politics, they think of old, wealthy men (only sometimes women, and only sometimes ethnic minorities) in offices, making deals and agreements that will affect millions of people, just for personal gain. And it’s true that some decisions are made that way, but politics is much more than that.

Politics is about power, about people, equality, war, conflict, debate, cooperation, freedom, money, etc. – it’s about the relationship between the state (the government) and its citizens, or the state and other states. It governs everything we can and will do in our lives.

One of the reasons politics is so exciting is that it changes every single day based on the actions of individuals. Less than 500 people (in a country of 330 million) decided the result of the 2000 presidential election that made George Bush president. In 2001 he invaded Afghanistan and in 2003 he invaded Iraq. These two things have changed the Middle East and global politics, perhaps forever. Closer to home, if just one out of every 50 people who voted to leave the EU had voted differently, we wouldn’t have left. Each individual vote is vital, and yet 28% of all the people who could vote and registered to vote in that referendum didn’t turn out on June 23rd. It would take just a small number of them to change the result.

Your first task is to help you garner an understanding of what Politics is really all about. Use the internet to research and understand what the following key terms mean and create a short definition for each in your own words.

You are welcome to try to get your families involved in this – they may have some understanding of these concepts already! The most important thing in an A level is your understanding – so it’s not about having the “right” or “word-perfect” definition, it’s about you understanding what a concept means.

| Term | Explanation |
|------------|-------------|
| Power | |
| Authority | |
| Legitimacy | |
| Government | |

| | |
|------------------------------|--|
| Politics | |
| Civil society | |
| The executive | |
| Prime minister | |
| Cabinet | |
| Legislation | |
| Parliament | |
| House of Commons | |
| House of Lords | |
| Judiciary | |
| Uncodified Constitution | |
| Supreme Court (UK – not US!) | |
| Rule of Law | |
| Elective dictatorship | |
| Suffrage | |
| Direct democracy | |
| Representative democracy | |
| Sovereignty | |
| Parliamentary sovereignty | |
| Referendum (UK – not US!) | |
| General election | |
| By-election | |
| Manifesto | |
| Fusion of powers | |
| Separation of powers | |

| | |
|-----------------------------|--|
| Devolution | |
| Pressure group | |
| Brexit | |
| First Past The Post | |
| Proportional Representation | |
| Frontbench Minister | |
| Backbench MP | |
| Presidency (USA) | |
| Congress (USA) | |
| Codified constitution (USA) | |
| Checks & Balances (USA) | |
| Supreme Court (USA) | |
| Republican Party (USA) | |
| Democratic Party (USA) | |
| Liberalism (Ideology) | |
| Conservatism (Ideology) | |
| Socialism (Ideology) | |
| Feminism (Ideology) | |
| Capitalism | |
| Keynesianism | |
| Free market | |

Task Two: British Politics

Go to these links here for the UK's three major parties:

<https://www.bbc.co.uk/news/election-2019-50524262>

<https://www.bbc.co.uk/news/election-2019-50501411>

<https://www.bbc.co.uk/news/election-2019-50459123>

These links summarise their key manifesto policies in the 2019 general election. I would like you to choose a few policies of your choice and explain below why you support OR do not support that policy. You must choose at least 1 policy from each manifesto to discuss why you agree or disagree with it (you must complete at least 3).

Challenge! If you want to extend yourself and go further, you can do more than 3 by copying and pasting the spaces I have provided.

Party: _____

Manifesto policy:

Agree/disagree & why:

Party: _____

Manifesto policy:

Agree/disagree & why:

Party: _____

Manifesto policy:

Agree/disagree & why:

Next I want you to conduct some research into the role of your local MP.

I would like you to find out who your local MP is and the following details about them:

MP's name: _____

Political party: _____

Constituency (the area they represent): _____

Areas they have a particular interest in: _____

And finally, look at their voting record (found here <https://www.theyworkforyou.com/> by clicking 'voting record') and jot down some ways in which they've voted in parliament. _____

Task Three: Making a Case

Politics A Level requires you to have opinions on a range of current political debates. For example, ***should the voting age for General Elections be lowered from 18 years old to 16 years old.***

Bullet-point below your initial thoughts and opinions on this debate. Make sure you explain why you agree or disagree with the voting age being lowered. There is no right or wrong answer just your opinion.

- _____

- _____

- _____

One style of exam question at A Level requires you to read a contemporary source and analyse the competing arguments for and against a particular issue. You need to read the source below and complete tasks 1- 5.

In the UK, the minimum voting age is 18, except in Scotland, where 16- and 17-year-olds have been given the right to vote in local and Scottish parliamentary elections. By and large, 16-year-olds haven't yet entered the world of home ownership, employment, tax or pensions but these economic issues are often at the forefront of election campaigns. The main argument against lowering the voting age is that a lack of experience in these matters prevents young people from making a considered judgement at the ballot box.

Opponents also point to the fact that 18- to 24-year-olds have the lowest turnout of any age group in elections, reflecting an apparent lack of interest in politics. These critics question whether an even younger generation would be any different. And there are concerns that teenagers who do want to cast their votes would be impressionable and easily influenced by radical politics, or would not fully think things through and would blindly vote for the same party as their parents.

But calls to lower the voting age come from a range of sources – adults as well as teenagers themselves, backed up by youth organisations, pressure groups and politicians. 16 and 17 year olds in the Isle of Man, Jersey, Guernsey, Brazil and Austria already have the vote. They can also vote in some elections in Germany, Malta and Norway. Evidence from the Scottish independence referendum, substantiated by research from Austria and Norway, shows – aided by the encouragement of families and schools – 16 and 17 year-olds have higher rates of turnout than 18 to 24 year-olds.

For supporters, it's about giving young people a say in matters that directly affect them, such as tuition fees. It's also thought that lowering the limit will encourage civic-mindedness at an earlier age and establish an interest in the political system, which will be continued throughout a person's life. Scotland's positive experience of including 16- and 17-year-olds in the 2014 independence referendum led to the lowering of the voting age for local and Holyrood elections.

A study by the University of Edinburgh during the referendum found that some teenagers were initially doubtful of their own abilities to make the right decision, but that this led them to actively seek out information to help inform their judgement. In some cases, teenagers even influenced their parents' voting intentions with their new-found knowledge.

But as there are no immediate plans for the UK government to debate lowering the voting age for general elections, it is unlikely that all 16-year-olds will get the chance to put that to the test any time soon.

Sources: <http://www.bbc.co.uk/guides/zsbtbk7> and <https://www.electoral-reform.org.uk/campaigns/votes-at-16/>

1. Define the following political and non-political words from the source.

| | |
|----------------------------------|--|
| Parliamentary elections | |
| Forefront | |
| Ballot box | |
| Turnout | |
| Impressionable | |
| Radical politics | |
| Blindly | |
| Pressure groups Substantiated | |
| Tuition fees | |
| Civic-mindedness | |
| Referendum | |
| Holyrood | |
| Voting intentions | |

2. Using two different coloured highlighters, indicate:

- a.) The arguments in the source that support the view that 16 to 18 year olds should be given the vote
- b.) The arguments in the source that support the view that the voting age should remain at 18

3. You are now going to practice analysing one of these arguments. You are going to use evidence to back-up your analysis. You need to do some additional research to answer these questions.

| | |
|---|--|
| The source states that the 18-24 age group has the lowest turnout in UK elections so therefore even younger voters are likely to have an even lower turnout. | |
| What is turnout? | |
| For example, what was the turnout for 18-24 year olds in the recent 2019 general election? | |

| | |
|---|--|
| How does this compare with turnout for this age group in the 2017 and 2015 general elections? | |
| Why therefore is it perhaps not a good idea to extend the vote to 16 and 17 year olds? | |
| In the 2014 Scottish Independence Referendum (the first UK election to give 16 year olds the vote) what was the turnout for 16-18 years old? Which age group had the lowest turnout in this referendum? | |
| Therefore, how does this argument prove that the voting age should not be reduced to 16 years old? | |

4. In the example above, you will see that the counter-argument links to the initial argument. Go back to the arguments you highlighted in the source and match up 2 more arguments that support the view that 16 to 18 year olds should be given the vote with 2 counter-arguments that support the view that they should not.

| Arguments that support the view that 16 to 18 year olds should get the vote. | Counter-arguments that support the view that the voting age should remain at 18 |
|---|--|
| <i>In the Scottish referendum on independence turnout among young people was very high showing that 16-17 year olds are interested in politics.</i> | <i>Opponents point to the fact that 18- to 24-year-olds have the lowest turnout of any age group in elections, reflecting an apparent lack of interest in politics</i> |
| | |
| | |

5. Now have a go at writing one paragraph that could appear in an essay answering the exam question:
Evaluate the view that the UK should lower the voting age from 18 to 16 General Elections?

There is an example paragraph below – notice how there should be a counter argument included in your response.

Task Four: Ideologies

A political ideology is a certain set of ethical ideals, principles and doctrines of a social movement, institution, class or large group that explains how society should work. A political ideology largely concerns itself with how to allocate power.

In A Level Politics, we study Conservatism, Liberalism, Socialism and Feminism. To give you a flavour of this, please read the article below and then answer the questions.

Article, from the Huffington Post:

Why We Still Need Feminism

By Casey Cavanagh

Feminists are not angry lesbians who hate men. Feminists do not believe women are better than men, or that women deserve special privileges. They do not believe women are victims.



In order to be considered a feminist, you only need to be on board with one idea: All humans, male and female, should have equal political, economic and social rights.

Although more and more people are beginning to understand the true definition of feminism and openly identifying with it, there has always been a negative stigma attached to it. Part of this problem is the way our media sensationalizes things, trying to pass the most radical and extreme versions as the standard which, in this case, depicts a feminist as a man-hater who hates lipstick, crinkles her nose at stay-at-home moms, and unapologetically supports abortions on demand.

It's these false assumptions that cause anti-feminist campaigns, such as the recent "Women Against Feminism," which consists of people posting photos of themselves with statements such as: "I don't need feminism because I don't choose to ignore the fact that men have issues too" and "I don't need feminism because I already have equal rights." Reading through the majority of these posts quickly brings forth a glaringly obvious problem: how misguided too many people still are about what being a feminist actually means.

As Lena Dunham pointed out, "Feminism isn't a dirty word. It's not like we're a deranged group who think women should take over the planet, raise our young on our own and eliminate men from the picture."

Being a feminist has nothing to do with how you look, what you wear, who you date, or how often you have sex. Being a feminist doesn't mean you think women deserve special rights; it means you know we deserve equal ones.

While a primary purpose of feminism is to empower women, it does not mean feminists view all women as weak and oppressed. Feminists are not aiming to make women stronger; they already know they're strong. They just want society to see that too.

Empowering women does not mean belittling or punishing men. Men, too, suffer from gender role assumptions that place expectations upon them to live and act a certain way. Feminists believe each person should be viewed based on their individual strengths and capabilities as a human being, not the strengths and capabilities assumed of their gender. They believe every person should be treated equally — not because of gender, but in spite of it.

Why We Still Need Feminism

There are some people who believe that feminism is a thing of the past — that we don't need it anymore because the patriarchal system no longer exists. After all, we can vote, right? That's true. In fact, in all demographics, females vote more than men do. Yet, women still hold less than 20 percent of seats in Congress, even though they make up more than half the population. Some believe the patriarchal system doesn't exist because we have equal employment opportunities. But if this were really the case would there still be a 23 percent pay gap?

It is great so many women today feel like they have equal opportunities as men. If it wasn't for past feminist movements, who knows where we would be today. But we still need feminism, and will continue to need it, until every other woman in the world feels this way as well.

We still need feminism because when people get married it is assumed the woman will take the man's last name. Because when women are assaulted, they are often the ones who feel ashamed.

We still need feminism because we teach women how to prevent rape, instead of teaching people to not view women as objects. Because women are told that walking alone at night makes them "an easy target." Because, sometimes, a movie's rating (PG-13 versus R) depends on how much a female appears to be enjoying sex in a certain scene.

We still need feminism because our bodies are still being legislated, because McDonald's still asks us if we want a girl or boy toy, because we use terms like "bitch" and "pussy" to imply weakness.

We need feminism because FGM (Female Genital Mutilation), the act of cutting off and restitching female genitals to prevent pleasurable sex — and can happen to girls as young as 5 months old — is still practiced in 29 countries. Because more than 120 countries don't have laws against marital rape, and still allow child brides — some as young as 6 years old.

We need feminism because infanticides, the act of killing children within a year of birth, can be attributed to millions of fewer females than males in Middle Eastern countries, and because in Afghanistan women going to college can be considered justifiable grounds for disfiguring.

Being a feminist does not mean you think women can't speak for themselves, it means you realize that, even though some may be lucky enough to, there's still many who can't.

It is not a gender issue — it is a humanity issue.

It isn't about telling women what to do, it is giving them the ability and freedom to be able to choose to do whatever they want to do — whether that be a stay at home mom, electrical engineer, or business CEO. The purpose is to create a society of equal say, to provide people with the freedom of choice, rather than limited choices of assumption.

Feminists don't believe women should look or behave a certain way, it means they want women have to have the freedom to look and behave however they want — unapologetically. It is not about telling women what they need.

While reading through Women Against Feminism posts that say things such as, "I don't need it because I already feel equal" and "I don't want feminism because I don't need special treatment, and don't support sleeping around," I can't help but think it isn't about our personal wants and needs, though they are all relevant, but rather what we — as a society — needs.

If you are a feminist, you believe women should be treated the same as men, not because we're better, but because we're human.

As Joseph Gordon-Levitt so eloquently worded it, "I'm a believer that if everyone has a fair chance to be what they want to be and do what they want to do, it's better for everyone. It benefits society as a whole."

The idea that there are still people, let alone women, proudly declaring they don't need feminism is alarming and frightening — at best.

We need feminism because people are still blindly agreeing that women don't need to be paid for the same work as men, that they are okay with the indifference and injustices so ingrained in society that they have accepted it as a way of life. That they are not only looking the other way to these issues, but they are also entirely and genuinely convinced they are doing the world a favor by hushing feminist attempts.

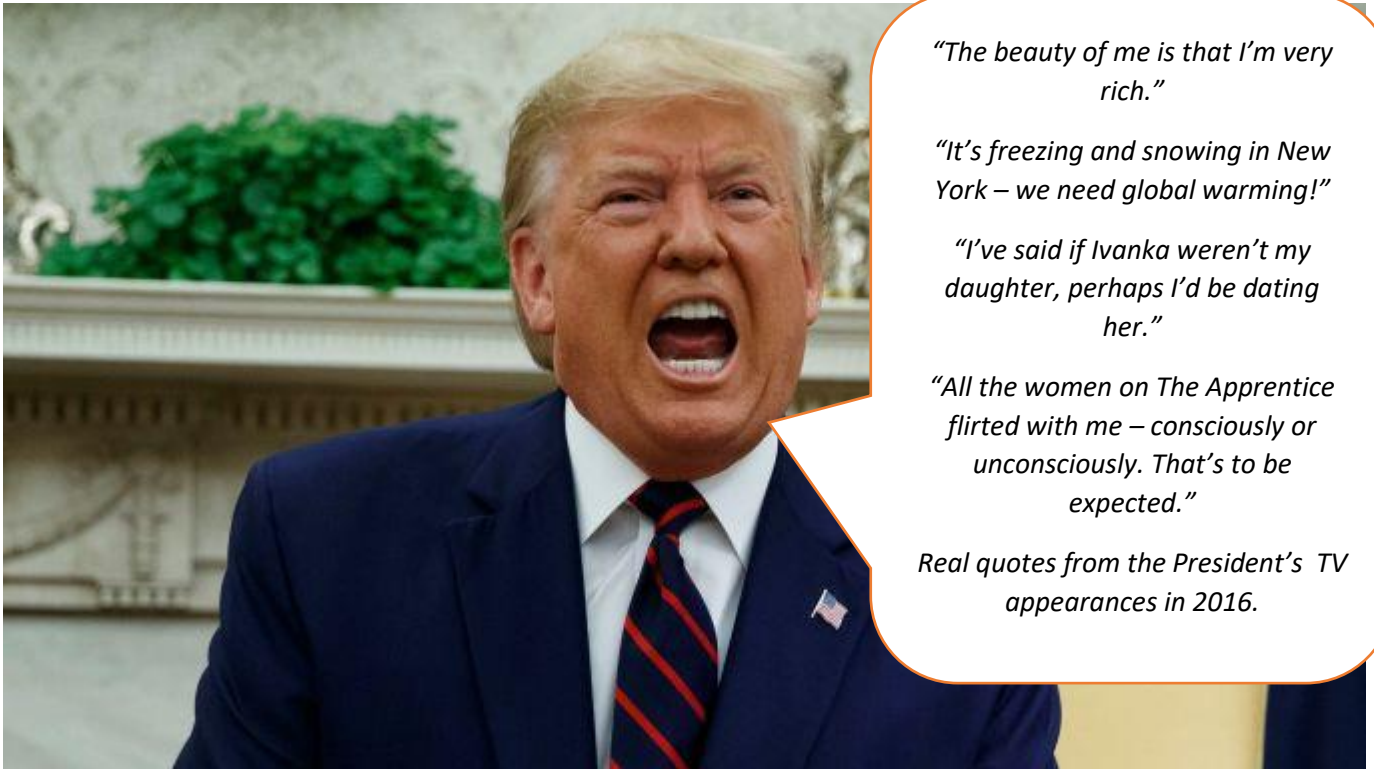
Some people don't feel the need to voice their thoughts on the matter at all, and that's okay. But there is a big difference between being indifferent and being ignorant. And that difference is speaking out about an issue when your opinion is based on misguided information and false assumptions.

Why do we need feminism? For the same reason screenwriter John Whedon gave when asked why he writes such strong female characters, "Because you're still asking me that question."

| | |
|---|--|
| Summarise the main points of the article (at least 3): | What questions does the article make you ask? |
| What is your judgement (opinion) on the article? | What might this article link to? (Think about how this might affect different areas of politics). |

Part 2:

Research Project



Task 1: UK Research Task

Your research task is to choose one of the following parties: Conservative Party or Labour Party.

You need to research the history of the party, their ideology and policy beliefs (including their most recent election manifesto), their electoral performance (are they currently in government? How well did they do at the last election (Dec 2019)?) and finally key figures in that party (include photos and descriptions of who they are). This should be about one A4 page of typed work. You need to turn this into some sort of leaflet/flyer about that party including pictures, not just a set of notes.

You should use more than one source to complete this work.

Task 2: USA Research Task

Your research task is to choose one of the following US political parties: Republican Party or Democratic Party.

You need to research the history of the party, their ideology and policy beliefs (including their most recent election platform), their electoral performance (Is the current President from that party? Do they have a majority in Congress? How well did they do at the last elections (Nov 2016 for the President and Nov 2018

for Congress?) and finally key figures in that party (include photos and descriptions of who they are). This should be about one A4 page of typed work. You need to turn this into some sort of leaflet/flyer about that party including pictures, not just a set of notes.

You should use more than one source to complete this work.

Task 3: Country Research Task

Now that you have researched and begun to understand some core concepts and issues in government and politics, you have an opportunity to choose any country of your choice and research it. Your country of choice cannot be the UK. Some suggestions are:

France // Germany // Spain // Poland // Greece // Turkey // Canada // Mexico // China // South Korea // Russia // Brazil

You need to research using sources of your choice:

- What is the political history of the country?
- What kind of political system are they?
- What are the major political institutions - do they have a parliament/president/prime minister/etc.?
- How democratic are they? How do you know?
- What are the major political parties and issues in that country?
- How often are elections held?
- How rich/poor are people in this country compared to the UK and USA?
- What's going on (politically) in that country right now?

Again, this should be about one A4 typed page, but should include pictures and/or diagrams to show examples.

Part 3:

Optional Stretch Project

Well done on completing part one and two of the bridging work. Part 3 is an optional task aimed at developing your longer form essay writing around a key question.

You are going to respond to the question of: 'Does Boris Johnson have too much power?' You should write a 1000 word essay to this question with an introduction, a minimum of 3 paragraphs answering the question and a conclusion.

Some paragraphs you may want to include are below:

- The effectiveness of Parliament as scrutiny on the Prime Minister (Parliamentary Question Time)
- The majority that the Prime Minister holds in the House of Commons and how this effects his ability to pass things in Parliament.
- The weakness of the House of Lords in their ability to scrutinise the Prime Minister (Parliament Act 1911, Parliament Act 1949, Salisbury Convention)
- How Boris Johnson has responded to the coronavirus.

In each paragraph you show explore the argument FOR Boris Johnson having too much power and the argument AGAINST Boris Johnson having too much power. This will show the reader you understand the entirety of the question at hand.

Resources:

The effectiveness of Parliament as scrutiny on the Prime Minister (Parliamentary Question Time)

<https://www.bbc.co.uk/programmes/p02msv8d>

<https://www.democraticaudit.com/2014/02/20/prime-ministers-questions-needs-to-change-to-improve-parliaments-reputation-with-the-public/>

<https://www.theguardian.com/politics/blog/2010/jul/05/prime-minister-s-question-time-reforming>

The majority that the Prime Minister holds in the House of Commons and how this effects his ability to pass things in Parliament.

<https://blogs.lse.ac.uk/politicsandpolicy/how-effective-is-parliament-in-controlling-uk-government-and-representing-citizens/>

<https://www.bbc.co.uk/news/election-2019-50765773>

<https://politicsteaching.com/2020/01/08/what-is-meant-by-the-elective-dictatorship-and-why-does-it-exist/>

<https://www.scotsman.com/news/opinion/columnists/boris-johnson-now-has-power-king-joyce-mcmillan-1399272>

<https://www.theguardian.com/commentisfree/2019/dec/18/first-past-the-post-warped-election-second-referendum>

The weakness of the House of Lords in their ability to scrutinise the Prime Minister (Parliament Act 1911, Parliament Act 1949, Salisbury Convention)

<https://blogs.lse.ac.uk/politicsandpolicy/take-a-closer-look-at-the-house-of-lords-it-may-not-be-quite-what-you-think/>

<https://www.youtube.com/watch?v=XRpvHr-Wgo>

<https://www.youtube.com/watch?v=WQgRQiOt2w>

Johnson's response to the Coronavirus pandemic including the role that the virtual parliament played.

The ending of the Virtual Parliament and debate

<https://www.politicshome.com/news/article/jacob-rees-mogg-vows-to-end-virtual-parliament-despite-claim-sick-or-shielding-mps-will-be-euthanised-from-the-commons>

<https://www.telegraph.co.uk/politics/2020/05/19/virtual-parliament-shambolic-insult-british-democracy/>

<https://www.ft.com/content/05bed0f6-1a21-4f6b-a4dc-68c32eaa9c90>

<https://www.theguardian.com/commentisfree/2020/oct/07/boris-johnson-covid-power-grab>

<https://www.instituteforgovernment.org.uk/explainers/emergency-powers>

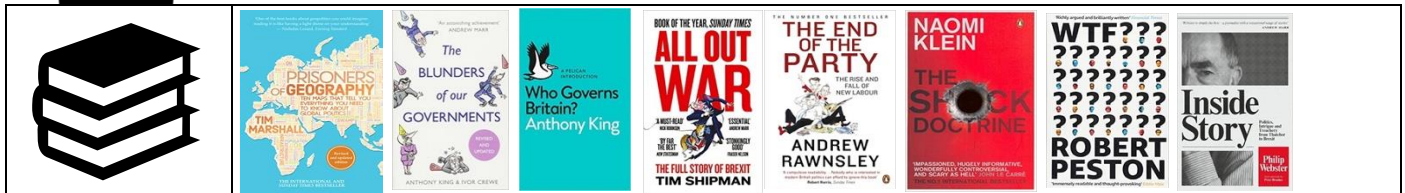
You are not limited to the arguments above and I am happy to discuss any of the above with you over email.

Your first draft of minimum 600 words is due on the _____. Please email this to l.stuart@arkjohnkeatsacademy.org where you will receive feedback to help improve your work before the final submission. **The final submission for the full essay is the _____.**

Want to learn more?



Start to develop your interest in the subject and build your general political knowledge. The following are suggestions, they are not compulsory, but we would love for you to engage in any that you find interesting.



| | | |
|--|--|---|
| | <p>Stitcher – A-level politics podcast Beyond Westminster BBC politics podcasts The Westminster Hour Politics.co.uk podcasts</p> | <p>Guardian ‘politics weekly’ podcasts Talking Politics Parliament Explained Takes from the lobby Learn out loud podcasts</p> |
|--|--|---|

| | | |
|--|--|---|
| | <p>Hypernormalisation The Cameron Years The Andrew Marr Show The Politics Show The Crown</p> | <p>Question Time BBC Parliament Cabinet Confidential Globalisation if Good – Johan Norberg Taking Liberties</p> |
|--|--|---|

Staying up to date?



Start One of the most important tasks any Politics student can do is to stay up to date with current affairs. This can be by simply watching or listening to the news. Or it can be by subscribing to some of the podcast above (that's what I do). To help you with this you could keep a weekly Politics Journal over the summer using the template below.



WTD:

Find a politics article from the week using one of the recommended websites or a similarly reputable website. Read and annotate the article drawing out quotes that you can use in your answer.

AO1: Knowledge and Understanding.

Summarise the article in your own words. Make sure you include the main arguments are and if any counter arguments are given. Use quotes to back this up. This is also the section to bring in any of your own knowledge that backs this up.

AO2: Analysis.

In this section you are analysing the issues that you have identified. Does it have any similarities or differences to other issues that you've studied?

How could the statements by the politicians be interpreted? What does this show about the balance of power? What impact does this have on the politicians? How would someone from the Labour party/Conservative party respond?

AO3: Evaluation and synoptic links

In this section you are writing your conclusion or your opinion on the issue. So what are your judgements on the issues in the article?

For the synoptic links you need to highlight if the article links to any other topics you've studied. In year 13 when you are studying American politics this will be your chance to compare and contrast to any UK topics you've studied.

Model: Based on the article: 'Brexit: No 10 rejects EU's view of talks' <https://www.bbc.co.uk/news/uk-politics-49240809> 6 August 2019

Summarise the key points from the article. Use quotations, stats and any evidence that demonstrate this view.

The article identifies that there have been disagreements between the new PM Boris Johnson and the EU over the negotiation position. Johnson is unhappy with the inclusion of the backstop deal surrounding Northern Ireland that was a key issue with former May's withdrawal agreement. However, the EU have claimed that Johnson is not willing to try and negotiate. For example in the article it states that 'The EU said UK demands to remove the Irish backstop..

were unacceptable'. However, that Johnson wanted to 'abolish the anti-democratic a=backstop'. The new PM has promised to deliver Brexit on the 31st October however is facing challenges from parliament and the EU to renegotiate a new deal.

Section 1 - AO1: Knowledge and Understanding. What own knowledge and evidence do you have that supports or challenges the views of the article?

This article links to the large impact that the EU referendum has had on British politics. The referendum that was voted for in 2016 has caused political problems for May and now Johnson. The British were offered an in/out referendum on whether the UK should be in Europe. In addition, the article demonstrates that it is sometimes difficult for elected representatives to deliver the outcome of direct democracy (e.g. the referendum). It also demonstrates that there are tensions between the executive (PM) and the legislature (Parliament) over who has the final say on Brexit.

Section 2: Analysis. What can we learn from the findings, does it have any similarities or differences to other issues that you've studied?

From this article we can learn that the PM is under increasing pressure to deliver Brexit given his promises made to the electorate. Due to the fact that he campaigned in the Brexit referendum on behalf of leave he is now tasked with delivering on Brexit 'come what may'. However, it also shows that it can be difficult for politicians and representative officials to complete their job when there is a close referendum result. The challenge comes from the fact that the difference between the winning and losing margin means that there are large numbers of disgruntled voters. This can be seen in the demands for the second referendum.

Section 3: AO3: Evaluation. Writing your conclusion or your opinion on the issue. Do you agree or disagree with the opinion made?

It is difficult to know whether Johnson is actually trying to get a re-negotiated deal. It is clear that he's aware that the withdrawal bill put forward by May was not acceptable to parliament and the people. It could be that Johnson is trying to play hard ball with the EU to force them to renegotiate but also this could be just a cover for an inevitable no-deal Brexit. What is clear is that the EU is unlikely to give Johnson much added leeway given that they spent nearly 3 years negotiating with Johnson's predecessor. The ongoing battle between parliament and the executive is providing plenty of constitutional questions that we await the result of.

Politics Journal



Article title:

Where is the article from?

Author:

Summarise the key points from the article. Use quotations, stats and any evidence that demonstrate this view.

Section 1 - AO1: Knowledge and Understanding. What own knowledge and evidence do you have that supports or challenges the views of the article?

Section 2: Analysis. What can we learn from the findings, does it have any similarities or differences to other issues that you've studied?

Section 3: AO3: Evaluation. Writing your conclusion or your opinion on the issue. Do you agree or disagree with the opinion made?

