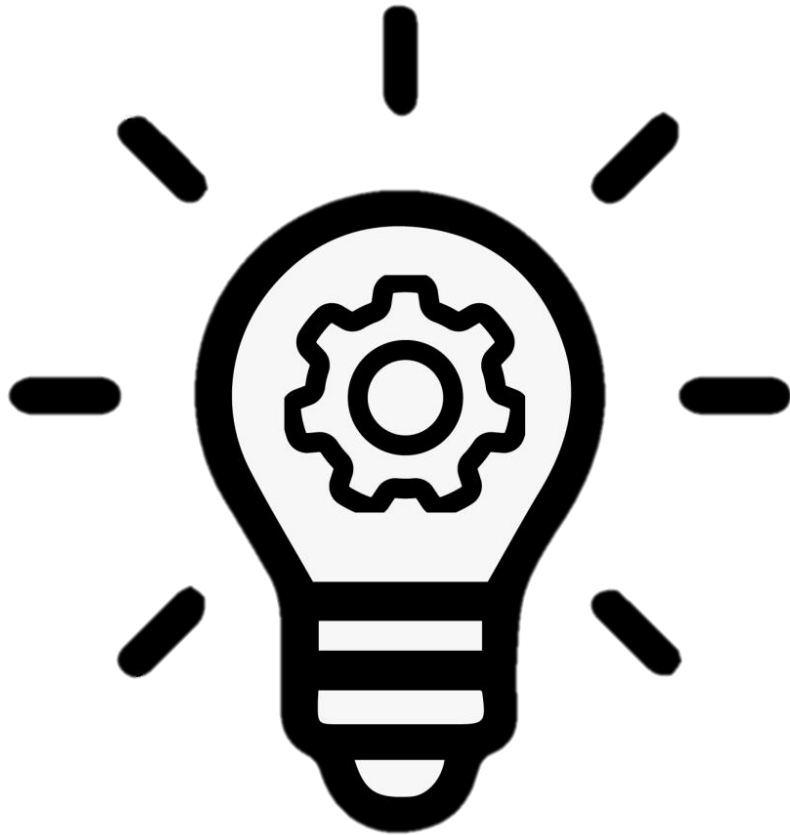


# **AQA GCSE**

# **Citizenship Studies**



## **Paper 2**

# **Knowledge Book**



# WHY HAVE I GOT THIS BOOKLET?

- This booklet has been put together to ensure you have a reference to the specified content contained on your GCSE specification. Do not feel overwhelmed by the content, you know your stuff!
- It brings together all the work you have done across Year 10 and aims to **compliment** your personal notes, research and hard work over the year.
- It will replace the notes you have lost/missed due to absence etc.
- The published resources are becoming outdated.

# HOW TO USE THIS BOOKLET?

- Like all your GCSE subjects, Citizenship Studies is a rigorous and academic study. It requires you to know a collection of core content and then apply to situations and issues. It is made a little harder, by its constant evolution, but it also makes it more fun!
- **Retrieval Practice:** use along side your 'Squares Revision' booklet, to check answers to the questions.
- **Memory Dump:** use a section of the booklet to test your self. Pick a topic question, write/sketch what you can **remember** about the topic. **Check** the content using the booklet/notes.
- **Transform:** use the booklet to help when making your own revision notes/flash cards/quizzes/diagrams etc.
- **Reference Point:** unsure about something? Have a read of the corresponding pages to see if it helps. If not, ASK!

I HOPE IT HELPS! 😊

APOLOGISES IN ADVANCE FOR ANY TYPOS.

# WHAT IS THE NATURE OF THE UK'S POPULATION?

The UK population is very **diverse**. This means that **different** groups of people come together to make-up the UK.

One way of examining the diversity of the UK is by looking at **official statistics**, the most accessible form of statistics is the **census**. This is produced every **10 years**; the last census took place in **2011**. From examining the data, it is clear that UK society is diverse in many ways:

- ❖ Ethnic Groups
- ❖ Religious/Non-Religious Worldviews
- ❖ Ages

## Ethnic Groups

Ethnicity refers to a **shared culture between a group which gives them a unique identity**. This shared culture could comprise: **beliefs, language, food, shared history, shared experiences and traditions etc.**

The census revealed that there were **18** ethnic groups within the UK and these can be grouped into **5** categories: **White, Mixed, Asian, Black and Other (e.g. Arab)**. The UK is an **ethnically-diverse** population and its **ethnic diversity is increasing**.

**White** was the largest ethnic group identified in the 2011 UK Census, **86%**. Those who identified as **Mixed (7.5%)** and **Indian (2.5%)** were the next largest ethnic groups.

Ethnic groups can be considered to be in the **majority or minority**.

## What Are the Advantages & Disadvantages of Living in an Ethnically Diverse UK Society?

<b>Advantages</b>	<b>Disadvantages</b>
<p>It brings a <b>greater variety and diversity to a society</b>.</p> <p>For example, it allows for a range of foods, languages and leisure programmes (dance, films, music). This makes society a more interesting and exciting place to live!</p>	<p>It may <b>increase discrimination against some sections of society</b>.</p> <p>If groups are segregated and there is a lack of integration, groups may target other groups through incidences of hate crime e.g. assault, graffiti, harassment etc. This is largely because they fear them (othering) or misunderstand their culture. This may be because they feel their culture is not being accepted/respected.</p>
<p>It could <b>allow for a greater sense of respect and acceptance</b>.</p> <p>If different ethnic groups are mixing, integrating and communicating it allows society to be cohesive and affords members the opportunity to learn from one another and understand people's similarities and differences. This makes for a more tolerance and cohesive society.</p>	<p>It may <b>cause far-right/nationalistic groups to become prominent</b>.</p> <p>Due to misguided fears over a loss of culture/national identity, groups may aggressively promote an isolationist and discriminatory message, this may gain wider public support e.g. UKIP/BNP. This may lead to hostility and division within and towards communities and wider society.</p>

## Religious Groups

Religion refers to a **belief in a God or gods**.

Religion often provides followers with a set of **beliefs and practices** to follow these allow them to express their belief in their chosen deity.

The UK is a **multi-faith society**. This means it has a **range of religious and non-religious worldviews within it**.

The census revealed that the **7 principle worldviews** exist within UK society: **Christianity, Judaism, Islam, Hinduism, Sikhism, Buddhism and No Religion (Atheism and Agnosticism)**. UK citizens also follow a number of other belief systems e.g. Jedi, Wicca, Jainism, African Traditional Religions, Rastafarianism etc.

**Christianity was the largest religious worldview, 59.3%.**

**No-religion is increasing, 25.1%.** This may suggest we are becoming **increasingly secular**.

**Islam** was the largest religious worldview after Christianity, **4.8%**.

## What Are the Advantages & Disadvantages of Living in a Multi-Faith UK Society?

<b>Advantages</b>	<b>Disadvantages</b>
<p>If communities communicate and engage with one another, <b>it could increase understanding of each other's traditions</b>.</p> <p>This allows for communities to work together e.g. stage interfaith events, unite for common causes/overcoming social problems e.g. poverty, climate change, COVID-19 etc.</p>	<p>It <b>may increase discrimination against some groups</b>.</p> <p>If one group is seen as very different to another it may lead to groups targeting other groups through incidences of hate crime e.g. assault, graffiti, harassment etc. Common forms of religious discrimination include Islamophobia, Anti-Semitism, Hinduphobia etc.</p>
<p>It <b>increases the values of tolerance and respect between belief systems</b> as it encourages cooperation and co-existence.</p> <p>As despite believing and behaving in different ways, people learn to live together.</p>	<p>Some <b>religious beliefs/interpretations of religion may lead to some groups being discriminated against</b> e.g. homosexuals, women, other minority religions etc.</p> <p>This may cause animosity between those who believe in a specific interpretation and those who don't.</p>

## Age

The census revealed that the UK population is 56.1 million. However, more recent estimates (2018) suggest the **UK population is around 66.4 million**. This indicates that the UK population is **growing**. Research also indicates that this **growth is slowing**.

When examining age demographics, the **UK population is aging**. This means that the UK is getting older. The ONS suggest there are nearly **12 million people aged 65 +**. This is expected to keep increasing.

## Why is it Important to Monitor the UK's Aging Population?

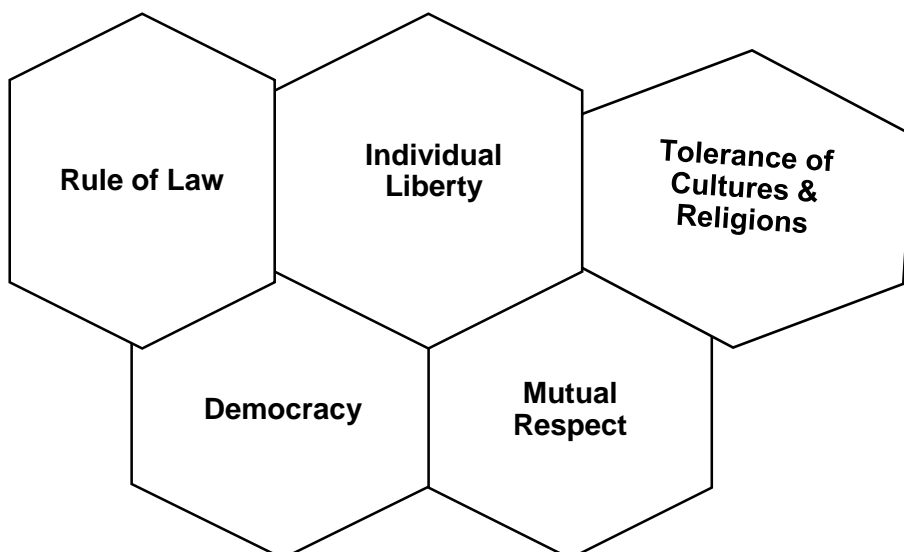
- **To direct resources effectively.** For example, to ensure spending on health and social care for the elderly (geriatric medicine, carers etc.) is prioritised.
- **To ensure wider society is accessible.** As individuals age, they sometimes become less able to perform the actions they could when they were younger, this maybe be because of **medical impairments**. If society is aging, adjustments must be made to ensure they can access it. For example, wheelchair accessibility, hearing loops, care/carer facilities etc.
- **To ensure there is economic support for those in retirement.** Monitoring National Insurance contributions will allow the government to ensure there is enough funds in the pension pot to ensure people can retire and enjoy this time of live. Many older people often live in poverty due to lack of economic independence.
- **To meet labour demands.** As UK society is aging, there may be a spike in retirement. The government/industry need to ensure jobs/skills can be replaced. This can be ensured by training or developing migration policies to attract new, younger talent/skills to the country.

## WHAT ARE THE KEY PRINCIPLES AND VALUES THAT UNDERPIN BRITISH SOCIETY?

In order to ensure a **cohesive and ordered society** it is important for citizens to share **common values and principles**. In a diverse and multi-ethnic/religious/cultural society like the UK having an agreed set of values and principles allows citizens **to identify and practice behaviour** which is acceptable in mainstream society (norms).

Moreover, if citizens subscribe to an agreed set of values and principles it **binds them together**, when citizens feel part of something, they gain a sense of **community/belonging** this is the foundation of a citizen's **national identity**.

The UK promotes the following values (standards/principles).



Value	Definition/Example	Evaluation
Democracy	All those who are 18+ can vote in the elections.	<p>Large sections of society are disenfranchised from voting and taking part in the formal democratic system e.g. under 18s cannot vote in England.</p> <p>There have been examples of elected representatives not being able to fulfil their duties e.g. the House of Commons during COVID-19.</p> <p>The UK has a system of representative democracy – we elect others to represent us. Due to the UK's voting system, many feel they are not adequately represented by a party who aligns with their views.</p>
Rule of Law	In punishment for breaking the law, everybody must be treated in the same way.	<p>There is evidence to suggest that not everybody is treated fairly by the law. The Black Lives Matter Movement and the Lammy Report highlight how elements of the criminal justice in the UK are unjust. Treating BAME communities unfairly.</p> <p>White Collar Crime and Corporate Crime (often committed by the middle classes) often go unpunished and under represented in the official crime statistics.</p> <p>Refugees, especially women, are not afforded adequate care/protection under elements of UK law. Amnesty International's 2019 Write for Rights campaign highlighted the injustices domestic abuse victims not being able to access the protection they need.</p>
Individual Liberty	Citizens are given freedoms e.g. free speech, free assembly/association, privacy, freedom to worship etc.	<p>The ECHR ruled in 2018 that the manner in which the UK monitors and stores surveillance data is unlawful. This raises questions about privacy rights.</p> <p>There have been examples where UK companies have tried to restrict the wearing of religious symbols (e.g. BA and Nadia Eweida – wearing a cross). This limits religious freedom.</p> <p>There have been attempts to limit the freedom to assemble by the UK government. For example, the “Stansted 15” were charged after their protest and demonstrations planned by Extinction Rebellion have faced difficulty gaining approval.</p>
Mutual Respect	<p>Showing consideration for others wishes/rights even when they are different to your own.</p> <p>For example, different political ideologies.</p>	There are many issues in the UK which suggest that some citizens do not show one another consideration. For example, there are often clashes between those who hold far-right and left-wing views often key political issues e.g. immigration, practising of religion, Brexit etc. These often result in altercations, violence and disruption.
Tolerance of Cultures & Religions	<p>Allowing the practice of religions which differ to the majority religion.</p> <p>Accepting and respecting the existence of other ways of life within a society,</p>	<p>There are numerous and rising instances of hate crime towards followers of religion in the UK e.g. Islamophobia, Anti-Semitism, Hinduphobia etc.</p> <p>Within multicultural communities around the UK there are crimes/prejudice towards those with different cultural practices. Rising levels of xenophobia etc.</p>

## WHAT ARE THE RIGHTS, DUTIES, EQUALITIES AND FREEDOMS OF UK CITIZENS?

Type of Right	Definition	Example
Human Right	Entitlements that are inherent to all human beings, simply because they are human.	UNDHR, ECHR.
Moral Right	Entitlements that ensure individuals behave in the right way.	Freedom from discrimination, treated equally. Freedom from slavery.
Legal Right	Entitlements that are protected by the law.	Equality before the Law. Not to be arbitrarily arrested. Fair trial.
Political Rights	Entitlements that ensure individuals can take part in the political process.	Freedom of thought. Freedom to assemble. Take part in government e.g. elections.
Duties	A responsibility. Something citizens should do.	Abide by the law. Treat one another with respect.
Equalities	Equal. Giving everybody the same opportunities to make the most of their lives.	Equalities Act (2010). Protects individuals from discrimination which might arise due to a number of social characteristics: age, disability, gender, sexual orientation.
Freedoms	The condition or right of being able to do, say and think what you want without being controlled or limited.	Freedom of political critique. Freedom of religious practice. Freedom of movement.

## WHAT IS THE NATURE OF IMMIGRATION AND MIGRATION TO & FROM THE UK?

### HOW ARE PEOPLE WHO MOVE DEFINED?

Term	Definition
Migrant	A person/people who moves from one place to another.
Refugee	A person/people who has to leave their country due to them being unsafe. For example, they are facing persecution because of race, religion, social group and/or political opinion. They have been granted official status as refugees, by a nation's government.
Asylum Seeker	A person/people who is seeking refuge (safety) but their request is yet to be officially granted.
Economic Migrant	A person/people who moves from one place to another in search of employment and/or to improve their standard of living.
Climate Change Refugee	A person/people who have been displaced due to the effects of climate change.
Internally Displaced	A person/people who are forced to leave their home due to them being unsafe, but they have not crossed a nation's border.
Emigration	The movement from one country to another. Leaving
Immigration	The arrival of a person/people into one country from another. Entering.
Push/Pull Factors	Issues which cause people leave/enter a country.

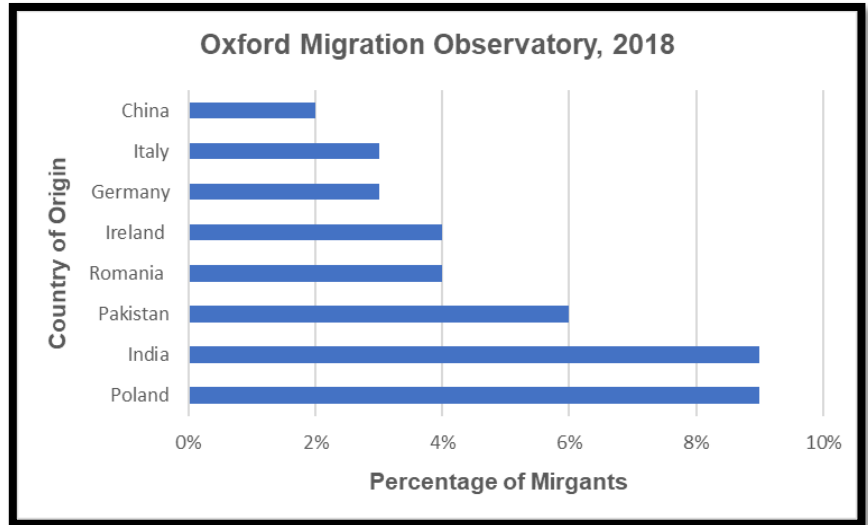


## CHANGES & MOVEMENT OF POPULATION OVER TIME

Migration is the **movement of people from one place to another.**

Migration occurs for a **number of different reasons:** family ties, education, improved lifestyle, retirement etc.

The UK has long been a **chosen destination for migrants across the globe, especially those who migrate from Poland, India and the EU.**



Source of Migration	Reason
European Union	<p>The freedom of movement is a fundamental right enshrined within EU Law for all EU citizens.</p> <p>The geographical proximity of the EU to the UK make it a popular choice for EU immigrants.</p> <p>English is a widely taught language within the EU, this makes the UK more accessible for many EU immigrants.</p>
Commonwealth	<p>During the 1940s and 1950s Commonwealth citizens had the right to settle within the UK (e.g. the Windrush Generation).</p> <p>The UK asked Commonwealth citizens to relocate to the UK to rebuild and repopulate after WW2.</p> <p>The UK has a global reputation for high standards of living and education/training.</p>
Refugees Turkey Syria Iran Iraq Afghanistan Sudan Pakistan Albania Philippines South Sudan	<p>The UK offered asylum to 20,703 people in 2019.</p> <p>As a signatory of the UN's 1951 Refugee Convention, the UK must ensure it accepts refugees and uphold their rights.</p> <p>The majority of asylum-seekers do not have the right to work in the United Kingdom and so must rely on state support. Housing is provided, but asylum-seekers cannot choose where it is, and it is often 'hard to let' properties which Council tenants do not want to live in. Cash support is available, and is currently set at £37.75 per person, per week, which makes it £5.39 a day for food, sanitation and clothing.</p> <p>Although not currently included in legal definitions, Climate Change is becoming a leading factor in the movement of people across the globe, there is a ever increasing number of Climate Change Refugees.</p> <p>The UK is generally a safe place. It is free from war, mass persecution and isn't severely impacted by natural hazards, yet!</p>

## WHAT IS THE IMPACT OF MIGRATION ON DIFFERENT COMMUNITIES IN THE UK?

Positive Impact	Negative Impact
<p>It <b>brings a greater variety and diversity to a society.</b></p> <p>For example, it allows for an increased range of foods, languages and leisure programmes (dance, films, music). This makes society a more interesting and exciting place to live.</p>	<p>It may <b>increase discrimination against some sections of society.</b></p> <p>If groups are segregated and there is a lack of integration, groups may target other groups through incidences of hate crime e.g. assault, graffiti, harassment etc. This is largely because they fear them (othering), misunderstand their culture or be fearful of their reasons for migrating.</p>
<p>Immigrants <b>contribute to the economy.</b></p> <p>The UK Government (Migration Advisory Committee) suggests that the average immigrant contributes more to the public purse than native-born Britons do. For example, the average adult migrant from the EEA contributed £2,370 more than the average British-born adult.</p>	<p><b>Not all immigrants contribute positively to the economy.</b></p> <p>Some research, for example, Oxford's Migrant Observatory, suggest it is difficult to fully understand the fiscal impact of immigrants for the UK. They suggest immigrants from outside of the EU place a greater burden on the UK's economy and factors such as age, skills and earnings need to be considered. Moreover, the economic impact of immigrants further depends upon their use of public services e.g. NHS, Education, Welfare etc.</p>
<p>Immigrants <b>fill gaps in the employment market.</b></p> <p>Immigrants plug gaps in industries which struggle to recruit British workers, this is because they bring with them desired/new skills. For example, in 2019 13% of NHS staff reported a non-British nationality and the National Farmers Union report that 99% of fruit and vegetable pickers come from the EU. This was highlighted in the COVID-19 pandemic.</p> <p>Moreover, many of the UK's emerging industries are founded/skilled by the entrepreneurial spirit of immigrants. For example, Deliveroo was founded by two American immigrants.</p>	<p>Immigration may <b>cause far-right/nationalist groups to become prominent.</b></p> <p>Due to misguided notions of 'job stealing' and 'benefit entitlement' groups may aggressively promote an isolationist and discriminatory message; this may gain wider public support e.g. UKIP/BNP. This may lead to hostility and division within communities and wider society.</p> <p>Immigration was a major focus of the 'Leave Campaign' which resulted in the UK leaving the EU on 31/1/20.</p>

Mass migration not only presents problems for those countries where migrants choose to go, it also causes issues for the countries they are leaving, emigrating.

Many countries which are experiencing mass emigration e.g. Poland, are facing **brain drain**. This is when **countries loose highly skilled citizens to more prosperous/advanced economics**, usually because they offer better standards of living and higher paid jobs.

This leaves the emigrating nation facing a multitude of problems e.g. lack of skills, workforce, lower fertility rates, increased poverty, lack of taxation etc.

# WHAT IS THE ROLE OF THE UK IN KEY INTERNATIONAL ORGANISATIONS?

## THE UNITED NATIONS (UN)

**PURPOSE:** The UN was established in the aftermath of WW2.

To maintain peace and security.

Encourage international cooperation to solve economic, social, cultural and humanitarian problems.

Promote and protect human rights and freedoms.

**MEMBERS:** 193. Including: UK, USA, Germany, India etc.

**STRUCTURE OF ORGANISATION:** The UN is complex organisation. Its Charter establishes **six** principle organs.

**General Assembly:** This organ allows all member states to come together to deliberate and share their voice on proposed action, budgets and membership. It meets annually in September, in New York. Whilst **decisions here have no legal binding, they do carry the weight of the world and signal a strong message to the world's political leaders.**

**Security Council:** This organ primarily maintains peace and security. Its **five** permanent members (P5) work with 10 non-permanent members (elected every 2 years) to vote on actions of the UN. The P5 members hold **veto** rights, this means they have the power to block/stop any proposed action. The **UN Charter affords the SC the power to make obligatory demands of member states.** If merited the SC can use **enforcement methods.**

**Economic and Social Council:** This organ coordinates the UN's economic and social work. In particular it promotes, advances and finances the UN's Development work. For example, the Sustainable Development Goals

**The International Court of Justice:** This organ is the **principle judicial organ of the UN.** Located at the Hague, Netherlands. It aims to **settle in accordance with international law disputes submitted by nations & give advice on legal questions submitted by the UN and its agencies.** However, **it has very little enforcement power** and relies on the SC to support its rulings.

**Secretariat:** This organ is responsible the **administration and implementation of policies set by other UN organs.** It is led by the **UN Secretary General**, currently, Antonio Gutterres. He uses the 'good office' of his role to prevent and resolve international disputes.

**Trusteeship Council:** Suspended operations in November 1994.

**ROLE OF UK:** Contributes to the UN's budget. The UN's principle source of finance is contributions from member states, this is decided by GNI.

Has a seat on the Security Council as a P5 member. This means the UK takes a leading role in deciding the actions of the UN and its associated organs and agencies.

## DOES THE UN FULFIL ITS ROLE?

Successfully Fulfils	Fails to Fulfil
<p>The UN Mission in <b>Liberia is credited with successfully helping the country end its 14 year civil war</b>. In 2018 the UN Peacekeeping Force ended its 15 year mission in the country. The country's president, Weah, commented: <b>"in our darkest days, the UN stood with us"</b>.</p>	<p>There have been <b>historic incidents</b> where the UN have failed to keep peace e.g. Rwanda in 1993.</p>
<p>One of the UN's most prolific outputs is the UN Declaration of Human Rights (1948). <b>This, in some degree, has been adopted by all Member States, affording all citizens Human Rights protection.</b></p> <p>The UN, via the Human Rights Council, work to raise awareness of Human Rights injustices, bringing them to the attention of other UN organs and the international community. For example, in 2019, the UN's GA passed a resolution condemning human rights abuses against Rohingya Muslims in Myanmar. Whilst not legally, binding, it should apply international pressure to the country.</p>	<p><b>There are contemporary incidents</b> of genocide and human rights abuses where the UN is failing to act with meaningful and decisive action.</p> <p>For example, Myanmar Genocide, China and Uighur Muslims etc.</p>
	<p>Although the UN claims to represent the world, it regularly receives condemnation regarding its <b>equitable representation</b> and the need for reform.</p> <p>One organ of primary concern is the SC. Many suggest the organisation and powers held by the P5 (e.g. veto) stop the organisation fulfilling its role.</p> <p>Moreover, there are no African or Latin American states among the P5. Nor is India, despite its vast population and increasingly powerful economy.</p>

# NORTH ATLANTIC TREATY ORGANIZATION (NATO)

**PURPOSE:** A **political and military alliance** which aims to bring members together to **democratically consult and cooperate to prevent conflict**. But also **undertake military crisis-management operations to defend members/restore peace** if diplomacy fails. Moreover, there have been instances of NATO performing **humanitarian efforts** e.g. disaster relief.

A “**NATO decision**” is the expression of the **collective will** of all 30 members, decisions are taken by **consensus**. **Article 5 (Washington Treaty)** of NATO’s Treaty states: “**an attack on one, is an attack on all, and all should respond**”. When members invoke Article 5, all other members must support the defence mission, this happened in the aftermath of 9/11. Whenever NATO carries out a mission, members commit troops and equipment, and once committed they become under **NATO command** and are known as “**NATO forces**.”

**MEMBERS:** 30. Including: UK, USA, Germany. Most recently, North Macedonia, 2020.

**ROLE OF UK:** Ensure national **defence budget meets NATO’s target of 2%**. In 2017, the UK spent 2.1%, this equates to \$55 billion.

The UK **must support NATO missions**. If Article 5 is evoked, even if the UK does not agree with the mission’s rationale, it must **support its NATO Allies**. Moreover, the UK regularly contributes RAF resources to NATO’s Air Policing Mission in the Baltics, defending airspace from potential attacks.

## DOES NATO FUFIL ITS ROLE?

### Successfully Fulfils

NATO is working with its Allies and other international bodies e.g. the UN **to reduce conflict and encourage cooperation in the world**.

For example, its **Resolute Support Mission** in Afghanistan, encourages international cooperation to support Afghan security forces to rebuild the country and rid it of terrorism.

Moreover, **Operation Ocean Shield**, has successfully combatted piracy in the Gulf of Aden.

Through collaboration NATO are **constantly evolving**, this means its members are preparing for future threats/problems.

For example, NATO has established a **Cyber Defence Force** to develop expertise against this ongoing and developing threats.

The COVID-19 pandemic has **highlighted** the strengths and capabilities of NATO in responding to humanitarian issues. Several NATO agencies have been involved in supporting members manage COVID-19. For example, NATO’s **Strategic Airlift Capability** has aided with the delivery of a 1,000 tonnes of medical supplies across Europe.

### Fails to Fulfil

Members **do not contribute to the budget of NATO equally**, this leads some of its members to be critical of others.

For example, in 2019, the US (Trump) was very critical of those in Europe who do not contribute at least 2% of their GDP to defence spending.

If this does not improve, it may lead to **resentment and cause difficulty when working together**.

Although NATO’s work has a global reach and supports nations outside its membership, membership is limited to those in the North. Could NATO do more good if membership was expanded? Even within the North, not all states are members e.g. Russia.

# THE COMMONWEALTH

**PURPOSE:** To work together to promote and meet the shared goals of **democracy, human rights, peace, environmental protection and sustainable economic and social development.**

**MEMBERS: 54.** Including: UK, India, Kenya, Tanzania.

The UK Monarch is Head of the Commonwealth. Its day-to-day operations are overseen by its Secretary-General.

**ROLE OF UK:** The UK **must contribute towards the Commonwealth's budget.** It is one of its **largest contributors.**

The UK must **uphold the Commonwealth Charter.** This means it must commit to ensuring UK society upholds the goals of the Commonwealth e.g. democracy, human rights etc.

<b>DOES THE COMMONWEALTH FUFIL ITS ROLE?</b>	
<b>Successfully Fulfils</b>	<b>Fails to Fulfil</b>
<p>Through its various events and programmes <b>the Commonwealth does promote its shared goals.</b></p> <p>For example, the <b>Commonwealth Fund for Technical Co-operation (CFTC)</b> allows for members to access support and technical expertise to develop projects and achieve goals. For example, supporting and implementing democratic systems and opportunities (Pakistan 2013 Elections), developing human rights (women's and prisoners rights) etc.</p> <p>The Commonwealth has established <b>The Blue Charter</b> which has been agreed upon by all 54 members to <b>solve ocean-related problems &amp; encourage sustainable ocean development.</b></p>	<p>It is clear that the Commonwealth are able to meet some goals rather than others.</p> <p><b>Amnesty International</b> raise concerns about the <b>Human Rights enjoyment</b> in many Commonwealth Countries. For example, in 2020 Rwanda becomes Chair-in-Office for the Commonwealth, but the country does not afford equal rights to homosexuals and heterosexuals e.g. marriage.</p> <p><b>Not all Commonwealth countries are democracies.</b> For example, Brunei is governed via a Malay Islamic Monarchy. This means the Right to engage in the political process and freedoms of expression especially regarding religion and governance are restricted for citizens.</p>

## THE WORLD TRADE ORGANISATION (WTO)

**PURPOSE:** Trade. The WTO helps countries **establish** trade links, **negotiate** trade terms, **regulate** trading practices and tariffs and **settle** trade disputes.

**MEMBERS:** 164. UK, USA, Germany, India. The work of the WTO accounts for 98% of the world's trade.

**ROLE OF UK:** The UK must contribute towards the **WTO's budget**.

The UK must **abide by the WTO's membership rules**. For example, it must apply to principle of **"national treatment"** – this ensures imported goods are given the same treatment as domestically produced goods.

<b>DOES THE WTO FUFIL ITS ROLE?</b>	
<b>Successfully Fulfils</b>	<b>Fails to Fulfil</b>
The WTO <b>does successfully</b> carry out its functions. Through its bi-annual ministerial or General Council meetings members work together to advance global trade.	There has <b>been much criticism of the WTO and how it works with Developing nations</b> .  Criticisms include: expensive and complicated legal procedures; the failure to respond and meet the needs of Developing nations suffering natural disasters (e.g. Pakistan) and its lack of inclusivity when making decisions. Although decisions are meant to be made via consensus, small nations struggle to get their voice heard at the 164 strong table.
	When disputes are made to the WTO they take too long to settle.

## THE COUNCIL OF EUROPE\*

**PURPOSE:** a pan-European organisation which **promotes and upholds Human Rights, democracy and the rule of law in Europe.**

It established the **European Convention on Human Rights.**

**MEMBERS:** 47. UK, Germany, France, Spain. The UK was a **founding member.**

**ROLE OF UK:** The UK **must contribute towards the Council of Europe's budget.**

**Abide by** the European Convention on Human Rights.

\*It is not the same as the European Union.

### DOES THE COUNCIL OF EUROPE FUFIL ITS ROLE?

#### Successfully Fulfils

The European Convention on Human Rights ensures that rights are protected. If member countries do not uphold rights, they can be challenged and brought to justice by the European Court of Human Rights.

For example, in 1981 the Dudgeon Case lead to the **decriminalisation** of male homosexuality in Northern Ireland. It also had wider implications of establishing a precedent that all Council of Europe members **could not criminalise homosexuality.** This is because it breached the Right to a private life.

The ECHR regularly undertakes unannounced inspections of member countries; these assess access to rights and democratic freedoms. For example: unannounced prison visits, election monitoring and stipulating that one condition of membership is the abolishment of the death penalty.

#### Fails to Fulfil

There have been times when the ECHR has had its legally binding judgements ignored by national governments.

For example, in 2015 the ECHR ruled the UK was breaching the ECHR by disenfranchising those prisoners the right to vote.

It took until 2018 for a response and actions to be made by the UK. This raises questions about the ECHR's role/power.

## THE EUROPEAN UNION

**PURPOSE:** To **promote economic and social progress,** through the cooperation of members.

**MEMBERS:** 27. Germany, Spain, Poland.

**ROLE OF UK (when it was a member)\*:** The UK contributed to the EU budget. The UK was a **net contributor.**

Ensured that it complied with EU law, and that EU legislation and UK legislation were compatible.

\*The UK left the EU on the 31<sup>st</sup> Jan 2020 and the transition period ends on the 31<sup>st</sup> December 2020. Whilst in the transition period, the UK still abides by EU Law, the Customs Union and Single Market. However, it does not involve itself in matters of governance.



## WHAT IS THE IMPACT OF EU MEMBERSHIP UPON THE UK?

Positive Impact	Negative Impact/Challenges
<p><b>Access to free trade.</b> This means that whilst a member of the EU the UK has access to the single market, this means the UK (and other members) can trade without any internal borders or other regulatory obstacles, allowing for the free movement of goods and services.</p> <p>Moreover, the EU also affords the <b>UK access to the customs union.</b> This means that no custom duties are paid on goods moving between EU member states. Goods that have been legally imported can circulate throughout the EU with no further customs checks. This makes <b>trade cheaper and more efficient.</b></p>	<p>As a member of the EU, the UK must abide by the EU's trade policy, this means <b>it is not able to negotiate its own trade deals.</b> Critics argue this places severe limits on the UK's ability to trade. Moreover, the UK must ensure it conforms to EU standards on traded goods, limiting what it can/can't trade.</p> <p>For example, there is currently debate on <b>the import of chlorinated chicken and hormone-fed beef from the USA post-Brexit.</b> These products will be cheaper for the consumer, but will not meet stringent EU food standard laws. These debates could not be held, if the UK was still an EU member.</p>
<p><b>Access to financial support for infrastructure.</b> This means that the EU supports national government, local government and organisations in major building, social and regeneration projects.</p> <p>For example, Metrolink expansion, regeneration of Salford Quays and Erasmus + funding for school projects and exchanges etc.</p>	<p><b>Excessive funding.</b> As a member of the EU the UK must contribute towards the EU's budget. In 2018, the UK contributed £13.2 billion to the EU.</p> <p>As the UK is a <b>net contributor</b>, it contributes more than it gets back. In 2018, it received £4.3 billion back in public sector receipts. Thus, contributing £8.9 billion overall.</p> <p>Could this disparity between input and output be used to counteract national UK budget cuts and provide more opportunities for national investment and regeneration?</p>
<p><b>Freedom of movement.</b> All EU Member State citizens <b>have the right to move to any EU country to live, work, study, look for a job or retire.</b> This freedom is one of the four freedoms of Europe, EU citizens can stay in another EU country for 3 months without registering.</p> <p>Not only has this had enormous benefit for UK citizens. The ONS 2011 Census recorded that 890,299 British citizens lived elsewhere in the EU. Popular destinations include: Spain, France, Ireland and Germany. But the UK has also benefited from EU workers: the NHS, agriculture and the hospitality industry all rely heavily on EU citizens to make up their workforce.</p>	<p><b>Immigration.</b> Immigration was a defining issue in the UK's EU Referendum.</p> <p>Many Eurosceptics used the argument of 'taking back control of the UK's national borders', and that the free movement of people eroded the UK's sovereign border control. <b>This is an issue which causes tensions and hostilities within society</b> as some believe migrants are 'taking the jobs' of UK nations and/or merely come to the UK to gain access to its welfare systems.</p> <p>The Oxford Migrant Observatory recorded 3.6 million EU migrants living in the UK in 2018 (non-EU migrants are totalled at 5.7 million).</p>

# HOW DOES THE UK HELP RESOLVE INTERNATIONAL CONFLICTS & DISPUTES?

## THE METHODS USED BY THE UK TO RESOLVE CONFLICTS AND DISPUTES

**Mediation:** the UK brings together those involved in conflict/dispute. Acting a neutral party, the UK helps both sides to discuss the issue(s) and come to an agreement to resolve the conflict/dispute.

**Impose Sanctions.** the UK imposes penalties on those who break rules/agreements. These can take many forms e.g. trade restrictions, banning trade on specific items, expelling diplomats, boycotts etc.

**Using Force.** The UK may use direct military action, support other nations taking direct military action and/or establish/enforce no fly zones. This is the UK's last resort.

## EXAMPLES OF WHEN THE UK HAS HELPED RESOLVE CONFLICTS AND DISPUTES

<b>Meditation</b>	Former UK Prime Minister Tony Blair acted as Special Envoy for the Quartet on the Middle East. He helped lead talks and negotiations to try and resolve the Israeli–Palestinian conflict.
<b>Sanctions</b>	Since their annexation of the Crimea in 2014, the UK has prohibited the export, selling, supplying or transfer of military goods and technology to Russia.
<b>Force</b>	The UK has committed RAF forces to help fight and combat Daesh in Syria.

## HOW DO NON-GOVERNMENTAL ORGANISATIONS (NGOS) RESPOND TO HUMANITARIAN CRISES?

Who?	Oxfam. A global movement who share the belief that, in a world rich in resources, poverty isn't inevitable.
What?	<b>East Africa Crisis.</b> Regions such as Somalia, Kenya and Ethiopia are facing extreme weather events e.g. droughts/floods and locusts swarms which are destroying crops. These events are <b>intensifying food insecurities, resulting in hunger and greater levels of economic poverty.</b>
Response	<ul style="list-style-type: none"> <li>• Providing cash assistance to communities to allow them to buy food.</li> <li>• Lobbying international donors to support governments in the region.</li> <li>• Distributing soap, hygiene kits and clean water.</li> </ul>

## WHO SHOULD RESPOND TO HUMANITARIAN CRISES?

<b>NGOs</b>	<b>National Governments</b>
A principle focus of many NGOs e.g. Oxfam, Red Cross etc. is to assist and respond to humanitarian crises. This means they have the ongoing infrastructure to support such efforts e.g. expert staff, financial means, specialist knowledge etc.	A national government may struggle to co-ordinate efforts whilst also undertaking other government roles and responsibilities. They may also not have the resources e.g. staff, finance and knowledge – especially if the issue is newly emerging and/or the government is not fully formed. For example, COVID-19.
They can response quickly to the crisis by launching appeals to raise funds/support.	Governments have the ultimate power to make decisions. People pay tax to be protected.

## WHAT ARE THE RIGHTS AND RESPONSIBILITIES OF THE MEDIA AND A FREE PRESS?

### WHAT ARE THE ROLES AND RESPONSIBILITIES OF THE MEDIA?

Role (WHAT IT DOES)	Responsibility (HOW IT SHOULD DO IT)	Example
Informing the public	If the media, especially the press is to provide information to the public it should ensure this is <b>accurate, verifiable, accessible and timely.</b>  The media industry should have safeguards in place to prevent the spread of <b>mis, dis and mal information.</b>	News & Newspapers Documentaries
Influencing public opinion  (Agenda Setting)	Opinion is important as it helps citizens make sense of information. The media must ensure <b>there are a wide range of opinions available</b> and that opinions are <b>clearly expressed/marked as opinions and not facts.</b>	Opinion Pieces/Columns Panel/Debate Broadcasts Radio Talk shows
Providing a forum for the communication & exchange of ideas	Various elements of the media, particularly <b>social media</b> allow for citizens to communicate and exchange ideas. Media platforms should ensure ideas shared do not encourage <b>discriminatory attitudes/behaviours, encourage dangerous or deadly action and are appropriate for its intended audience.</b>	Twitter/Facebook Newspaper Letters Panel/Debate Broadcasts
Holding those in power to account	The media can ensure that those in power do or don't do what they say/promise. In doing so, they must ensure they are <b>accurate in their reporting, free from personal bias, focusing on the behaviour/actions, not the person and have the same standards for all those in power, not just some.</b>	News & Newspapers Opinion Pieces/Columns Investigative Journalism Reports of Parliament

### WHAT ARE THE RIGHTS OF THE MEDIA?

The UNDHR affords the media and those who use its **platforms the right to express opinion.**

The UNDHR affords individuals the **right to privacy.** This means online and offline. Particularly important when considering issues such as surveillance and access to media content/hacking etc.

The ECHR afford the individuals **the right to express their opinion.**

## WHAT IS THE MEDIA?

The media are **methods/means means of communication.**

The media can be **broadly divided into three forms:**

**Print:** newspapers, books, magazines.

**Audio-Visual:** TV, cinema, radio, podcasts.

**Cyber/Digital:** social media, streaming services.

These again can be divided into **old and new.**

## WHO OWNS THE MEDIA?

Typically, in the UK the media is owned and run by **private companies/individuals.** Although they must comply with UK law, **owners have the power to decide what output their media produces.** They produce content for **profit.** Its output **can be biased.**

Some of the UK's media is **owned and run by the government.** This means, **public service media, is run for public benefit rather than profit.** The **BBC** is overseen by The Department for Digital, Culture, Media & Sport. Its output **must remain neutral.**

## WHAT ARE THE DIFFERENT TYPES OF OUTPUT OF THE MEDIA?

### Public Interest

These are outputs of the media which inform the **public of things they have an entitlement to know.** This is because they involve a person of interest, or an event/incident of importance.

For example: COVID-19, MP expenses scandal, police brutality etc.



### Public Curiosity

These are outputs of the media which inform the **public of things they are interested in.** This is because they involve a celebrity or element of human interest.

For example: celebrity conduct/misconduct, overcoming profound adversity etc.

If the media is going to use its right to report on public interest stories, it must ensure its reporting is **accurate & respects the privacy and dignity of those involved.**

## HOW IS THE PRESS REGULATED?

<p>Who are IPSO?</p>	<p><b>IPSO. Independent Press Standards Organisation.</b></p> <p>Regulates many of the UK's newspapers &amp; magazines. For example, Sun, Times, Daily Mail. However, it doesn't include publications such as the Guardian, Independent or Financial Times – each will have their own internal regulatory systems.</p>
<p>How does IPSO regulate?</p>	<p>All members of IPSO must follow the <b>Editor's Code</b>.</p> <p><b>Investigate</b> complaints of breaches of the Editor's Code.          Force members to <b>public corrections</b> if output is inaccurate/breaks the Editor's Code.  <b>Fine member publishers up to £1 million</b> for serious breaches of the Editor's Code.          Assist with the settling of <b>legal disputes</b>.          Provide <b>training &amp; advice</b> to media professionals.</p>
<p>What regulation does the Editor's Code impose on members?</p>	<p>The Editors' Code sets out the rules that newspapers and magazines regulated by IPSO have agreed to follow. Rules include:</p> <p>Information published is <b>accurate and not misleading</b>.  <b>Journalists must not engage in intimidation, harassment or persistent pursuit.</b>          Output must be clearly <b>distinguishable when it is opinion, not fact</b>.          Photographs in public and private <b>must have consent for publication</b>.  <b>Not report children under 16 in cases involving sexual offences.</b>  <b>Protect the confidentiality of sources.</b></p> <p>There are time when the Code can be broken, if the story can be demonstrated to be in the <b>public interest</b>. For example, privacy maybe be broken if the story can be proved to be <b>protecting public health or safety etc</b>.</p>
<p>Why is IPSO needed?</p>	<p>After serious press misconduct (the News of the World) e.g. hacking, bribery and improper influence came to light; an inquiry was launched to examine the conduct and ethics of the press. One of the key recommendations made by its author, Lord Leveson, was the establishment of a new regulatory body: IPSO.</p> <p>IPSO was established in 2014.</p>
<p>What is an example of IPSO's rulings?</p>	<p>The Duke &amp; Duchess of Sussex (Harry &amp; Meghan) complained to IPSO about the accuracy of a headline published in the Sun (NOT IN MEG BACK YARD). IPSO ruled in the Harry and Meghan's favour and the Sun issued an apology.</p>

<p>Does IPSO fulfil its function?</p>	<p><b>Yes:</b> IPSO does regulate a large proportion of UK media, it claims 90% representation of the industry. Members range from major national newspapers to specialist interest magazines and local newspapers.</p> <p><b>Yes:</b> IPSO has made a number of rulings and forced members to publish corrections/apologises etc.</p>	<p><b>No:</b> Although it claims to be the press regulator, IPSO doesn't represent all the press. There are major UK newspapers (e.g. Guardian) who have chosen to regulate themselves outside of IPSO's control. How can IPSO regulate the press, if not all press are under its jurisdiction?</p> <p><b>No:</b> Several media rights groups e.g. Hacked Off and Liberty have been critical of the power held by IPSO. They claim that IPSO fail to live up to their promise of press regulation e.g. very few front page apologies, despite the UK press publishing discriminatory and inflammatory headlines, no monetary fines issued.</p> <p><b>No:</b> Many of those who have complained to IPSO have been critical of their processes and time-frames. There have also been several instances of concerns regarding IPSO's independence and impartiality of the industry it is meant to be regulating.</p>
<p>How does OFCOM regulate the media?</p>	<p>OFCOM regulates communications services e.g. TV, Radio, Broadband.</p> <p>It publishes Codes (for TV e.g. C4 and 5), issues licences (for radio broadcasts) and ensures media products are sold fairly (internet service providers are not misleading customers).</p>	

## HOW IS THE MEDIA CENSORED?

### WHAT IS CENSORSHIP? WHERE DOES IT TAKE PLACE?

Censorship involves the **control of information or ideas within a society**. Censorship occurs **across the globe**. However, the degree of censorship varies from place to place.

The organisation **Reporters without Borders** publish an annual **World Press Freedom Index**, this ranks a 180 countries according to the level of freedom available to journalists.

In 2020, the top 3 countries (high levels of freedom) for the freedom of the press are: Norway (#1), Finland (#2) and Denmark (#3). The bottom 3 countries (low levels of freedom) for the freedom of the press are: Eritrea (#178), Turkmenistan (#179) and North Korea (#180).

The UK ranked #35.  
China ranked #177.

## HOW IS THE MEDIA CENSORED?

- Government owned media outlets.
- Restrictions on access to media content/forms.
- Blocking specific types of media.
- Reducing access for certain groups in society.
- Laws placed on speech.
- Editorial bias/spinning

## WHY IS THE MEDIA CENSORED?

**Population Protection:** many countries have some form of censorship to ensure its population are protected. Many governments suggest that harmful material is not accessible as it does not uphold traditional values or it may harm specific sections of society e.g. children and pornography.

**State Protection:** some countries censor information being broadcast/posted by media outlets due to it potentially having an impact on national security. For example, the UK DSMA-Notice System means that the media is prevented from publishing stories which reference military plans, location of nuclear weapons, individuals involved in special operations etc. – permissions is needed to publish on any of these topics. Additionally, governments may prevent the publication of information which glorifies or promotes terrorism.

**Ideological Control & Power:** some countries use the media as a form of control. This means the information they give their citizens is limited, they use the media as a form of coercion to ensure the population behaves in a certain prescribed way. For example, a government may block access to media outlets which are not owned by the state. If the media is constantly monitored it may also help prevent revolts/protests which criticise those in power.

## HOW DOES THE MEDIA INSPIRE SOCIAL CHANGE?

The media has been a powerful instrument in activists' toolkit to enact social change. Media campaigns can be used by activists to reach a large audience and change society for the better.

**The Environmental Movement.** Social Media has been used by environmentalists to share/document the effects of human activity on the planet. There have been a range of powerful images and advertisement campaigns which call people to change their habits and protect the world around them. For example, Iceland's 'Tan in My Bed' advertisement, which got banned from mainstream media, but went viral on social media. Greta and 'Greta Effect' – Greta Thunberg has used social media to coordinate 'School Strikes' and publish powerful/emotive speeches, she has encouraged a generation of climate activists.

**Equality Movement:** Social Media has been used by those championing equality. For example, #MeToo has allowed those who have experienced sexual harassment/abuse to share their stories and come together to call for change. The Everyday Sexism Project, regularly Tweets accounts of sexual harassment/discrimination in everyday contexts.

More recently, Social Media has been used by those calling for racial equality. The Black Lives Matter Movement have used Social Media to call to action activists and encouraged them to work for social change. For example, sharing petitions to pressure governments into ridding society of structural racism, sharing literature to allow people to educate themselves on history, race and racism and at times of social distancing holding virtual strikes/collective actions.

**Political Change:** The power of Social Media has been utilised by those seeking political power/policy change. For example, during in General Elections major political parties use their media platforms to share their policies. Additionally, media campaigns were vital to the success of Brexit, despite a storm of disinformation being spread.

However, some are critical and sceptical of the impact of social media as a campaigning method. Some argue social media has encouraged the growth of **clicktivism – the use of online media to promote a cause.**

Although, it can be successful and have tremendous impact, some raise questions about its effectiveness, rather than enacting activism and change, it encourages **slacktivism – the support of social change with very little effort.** For example, signing a petition. But, how effective/impactful is this petition if it does not get the attention of those in power. Is it not something citizens do to feel good and lure themselves into a sense of action.

Clicktivism may also result in the growth of **echo-chambers – where people only encounter one belief/one side of an argument/cause.** These do not allow for discussion and debate.

## WHAT IS MEANT BY IDENTITY?

### WHAT ARE THE DIFFERENT FORMS OF IDENTITY & HOW ARE THEY CREATED?

Identity Type	Definition	How is this identity created?
<b>Individual Identity</b>	<p>How an individual sees and defines themselves.</p> <p>An individual's sense of who they are/self.</p>	<p>Primary socialisation: in the early stages of life individuals learn key aspects of who they are from their family. During this period individuals may be socialised into their gender, ethnicity, class and religion.</p> <p>Secondary socialisation: a lifelong process where individuals create their sense of who they are. Individuals create their sense of self from various agencies: media, education, peers, workplace, leisure etc.</p> <p>During secondary socialisation, an individual may modify or create new aspects of their identity which were/were not established during primary socialisation. For example, religion, gender, ethnicity, sexuality etc.</p>
<b>Group Identity</b>	<p>A person's sense of who they deriving from the social groups they identify with in society.</p>	<p>When an individual identifies with a group, their sense of who they is impacted by this collective membership. Each group will have its own norms and values. For example, peers, hobbies, political views.</p> <p>For example, becoming a member of a school's hockey team, may give the individual a sense of belonging, ability and achievement. It may also impact other areas of their life e.g. engaging in other sports/activities to keep fit, restricting other group activities due to hockey commitments etc.</p> <p>An individual could use their membership of a group identity to challenge misconceptions held about the group in wider society e.g. girls &amp; sport, sexuality stereotypes, religion and extremism etc. Moreover, they could use it to champion a social cause e.g. ecology, racism etc.</p>



Identity Type	Definition	How is this identity created?
<p><b>National Identity</b></p>	<p>A person's sense of who they are deriving from their belonging to a country.</p> <p>A sense of commonality is develop through a recognition of common culture.</p>	<p>A national identity is created by primary and secondary socialisation and acceptance and adherence to shared values e.g. British Values.</p> <p>During an individual's early years, a parent may encourage a strong national identity by celebrating national events, cooking national food, take trips to sites of national heritage and share national stories. This maybe particularly important if a family have emigrated and the parents wish to retain a strong sense of identity with the emigrated nation. This may lead to a <b>hybrid identity</b>: where an individual gains their sense of self from two nations. For example: 'Brasians' – British Asians – a sense of Asian belonging e.g. Indian, Pakistani etc. but also a sense of Britishness and British belonging developed through secondary socialisation via the media, peers, education etc.</p> <p>During secondary socialisation an individual may develop their national identity through education (e.g. history and citizenships lessons), media (e.g. films, documentaries, social media interactions), peers (e.g. socialising with other members in the same nation) and leisure (sports teams, World Cup, Olympics) etc.</p> <p>An individual may select their nation to be a dominant aspect of their identity. This could potentially lead to feelings of nationalism – a sense of their nation and its inhabitants above anybody else's. This could encourage an alignment with far-right political ideologies.</p>
<p><b>Global Identity</b></p>	<p>A person's sense of who they are deriving from shared global influences.</p>	<p>Globalisation is making the world increasingly interconnected and interdependent. This is giving individuals new ways of developing their sense of self.</p> <p>Economic globalisation allows individuals to access a global market. This means via the power of consumption individuals can develop their sense of self. Moreover, with the growth of global tourism, individuals can travel to experience new places and gather insights from new communities which they can add to their life's and identities.</p> <p>Cultural globalisation has allowed the world to share cultural products and behaviours, we are living in an increasingly pick 'n' mix society whereby we can select whatever factors we want. Individuals can now develop their sense of self by using factors from across the globe. For example, religion and cultural pursuits.</p> <p>Some argue that globalisation is eroding traditional cultures and creating a monoculture. This is normally influenced by the West, particularly America - Americanisation.</p> <p>Political globalisation has allowed for the erosion of national borders, this means that migration is increasing and rather than developing a sense of national identity, individuals may feel they belong to something much greater rather than a nation e.g. pan-European, pan-African, pan-Asian etc. Due to the growth in media technologies individual's can gather information from across the globe almost instantly, this may make them feel a connection with all people of the globe. Movements such as environmentalism and 'one-planet' and the spread of COVID-19 'one humanity', anti-racism, 'all lives matter' furthers this.</p>

<p><b>Multiple Identities</b></p>	<p>The range of factors an individual uses to define themselves. This will vary depending on the situation.</p> <p>Different identities may clash with one another.</p>	<p>Using all aspects of our identity to arrive at a complete sense of self.</p>
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## HOW DOES THE UK IMPACT THE IDENTITY DEBATE?

The UK is comprised of **England, Scotland, Wales and Northern Ireland**.

Being a UK citizen may lead to individuals **having a strong sense of regional identity, rather than a collective 'United' identity**. Citizens may identify with being English, Scottish, Welsh and/or Northern Irish rather than a citizen of the United Kingdom. This is because they feel very little connection to other parts of the UK. This is supported by ONS data, which suggests the majority of citizens identify with their region, rather than the United Kingdom as a whole.

Being a UK citizen may lead to some individuals **having a strong sense of 'United' identity**. Citizens may feel like they are part of something bigger than their individual nation/region this could be because of geography, history, politics or national events e.g. Team GB at the Olympics. The ONS suggests there are some pockets do identify as British, rather than a member of their individual region.

Being a UK citizen may lead individuals to **develop a sense nationalism**. This may encourage discrimination, growth of far-right political views and hostile treatment towards those outside this nationality e.g. immigrants.

Being a UK citizen may influence **political participation/support**. If you retain a strong sense of individual national identity you may support specific political ideologies e.g. SNP, Plaid Cymru etc. Alternatively, it may also encourage **political participation/support** for those who wish to keep the UK together e.g. Conservatives, Unionists (Ireland) etc.

The UK is a **globalised and multicultural society**. Identities will also be influenced by factors outside of the UK e.g. customs, cultures and traditions from other nations states. Citizens may feel they are a **global citizen** rather than a UK citizen due to the process of **globalisation**. However, the recent Brexit referendum does highlight a strong sense of **national identity**, many want to **isolate**, rather than be part of a wider pan-European community and develop a European Identity.

## WHAT ARE THE KEY INTERNATIONAL HUMAN RIGHT AGREEMENT/TREATIES?

	<b>The United Nations Declaration on Human Rights</b>	<b>The European Convention on Human Rights</b>	<b>The UN Convention on the Rights of the Child</b>	<b>The Human Rights Act (1998)</b>
<b>What is its purpose?</b>	To give a universally agreed set of rights to which all nations such aspires to let their citizens enjoy.	Protects the human rights of people in countries that belong to the Council of Europe.	To ensure children have access to a specific set of rights.	Enshrines in law the rights of everybody in the UK. It incorporates the rights set out in the European Convention on Human Rights into domestic British law.
<b>How many rights?</b>	30 Articles	14 Articles + 3 Protocols	54 + 3 Protocols	14 Articles + 4 Protocols
<b>What are examples of rights it gives?</b>	Right to Life Assembly Expression Belief/Thought Privacy	Right to Life Assembly Expression Belief/Thought Privacy	Right to Life Assembly Expression Belief/Thought Privacy	Right to Life Assembly Expression Belief/Thought Privacy
<b>How is it enforced?</b>	<p>Not legally binding.</p> <p>The UN's High Commissioner for Human Rights oversees the Human Rights Council.</p> <p>This UN body ensures Human Rights are enjoyed around the world/investigates Human Rights abuses.</p> <p>The UN Security Council also has the power to investigate human rights abuses.</p>	<p>The Convention is signed by member states, it becomes legally binding once signed. Therefore, individual states have the responsibility to ensure their citizens can enjoy Human Rights freedoms.</p> <p>The European Court of Human Rights listens to cases of citizens who's Human Rights have been denied.</p>	<p>The Convention is signed by member states, it becomes legally binding once signed. Therefore, individual states have the responsibility to ensure children can access and enjoy their Rights.</p> <p>The UN Committee on the Rights of the Child investigate each country who have signed the Convention. Every 5 years states must provide a report which outlines how children's rights are being protected.</p>	<p>The Human Rights Act is a piece of legislation, this means Rights are protected under UK law.</p> <p>The Act sets out a number of absolute rights which cannot be e.g. freedom from torture.</p> <p>Public bodies must ensure that a UK citizen's Human Rights are protected at all times.</p> <p>Cases can be taken to UK court. If the UK court system can not settle disputes, cases can be taken to The European Court of Human Rights.</p>

## WHAT IS THE ROLE OF INTERNATIONAL LAW IN CONFLICT SITUATIONS?

### WHAT IS INTERNATIONAL LAW?

The body of law which governs relations between states. It is a generally accepted set of rules, norms and standards accepted by nations across the globe.

One of the many aspects of International Law is **International Humanitarian Law**.

The **Geneva Convention** is one example of **International Humanitarian Law**.

In its **four conventions**, it aims to: protect the wounded and sick on land, protect the wounded, sick and shipwrecked at sea, protect prisoners of war and protect civilians. Later developments, apply the same conventions to civil wars, outlaw the destruction of cultural sites, limit the use of nuclear and biological weapons and forbid the use of child soldiers.

The Geneva Convention is overseen & protected by **The International Committee of the Red Cross**. They are the **largest humanitarian organisation in the world**.

### WHAT HAPPENS WHEN INTERNATIONAL HUMANITARIAN LAW IS BROKEN?

When International Humanitarian Law is broken and it cannot be resolved/punished by national courts, it is investigated by the **International Criminal Court (ICC)**.

This court investigates and where warranted, tries individuals charged with the gravest crimes of concern to the international community: genocide, war crimes, crimes against humanity and the crime of aggression.

For example, **Thomas Lubanga** was found guilty, in 2012, for the war crimes of enlisting and conscripting of children under the age of 15 years (using child soldiers). **Ahmad Al Mahdi**, was found guilty in 2016 for intentionally directing attacks against historic monuments and buildings dedicated to religion.

### IS INTERNATIONAL HUMANITARIAN LAW FIT FOR PURPOSE?

Yes	No
Under IHL, the ICC has successfully prosecuted many war criminals.	Many war criminals have gone unpunished and war still plights the world. It does not fulfil the aim of deterrence.
The Red Cross testify to the protections it gives to those involved in war. For example, it allows prisoners of war to be treated humanely and the sick and wounded to be evacuated and treated safely. It gives dignity & compassion to war.	There is little governance/international legislation overseeing cyberwar. The Geneva Convention needs to develop a digital protocol.
	IHL fails to deter/bring to justice those not acting on behalf of a state – non-state actors. Moreover, some of the biggest military powers in the world have not agreed to the ICC's jurisdiction e.g. the USA, China.

## WHAT IS THE LAW?

A system of rules that are created and enforced by the state to ensure order, safety and regulate behaviour within a society

## WHY DO SOCIETIES NEED LAWS?

**Safety:** to ensure citizens are kept safe within a society.

**Justice:** to ensure everybody is treated fairly and equally.

**Deterrence:** to ensure that criminals are put off from committing crime.

**Regulation:** to ensure everybody behaves in a way which is accepted. Law helps to establish societal norms.

**Deal With Complex Problems:** to ensure that when issues arise within society they can be dealt fairly and justly e.g. discrimination.

## HOW HAS LAW DEVELOPED?

Generally, before legal systems were introduced, societies were ruled by the will of those in charge e.g. monarchs. Societies were **unjust** and often governed in the interests of the **powerful**. Justice was often **arbitrary** and **favoured the rich and powerful**.

In **1215**, King John signed the **Magna Carta** this is seen by many as laying the **foundations** for the contemporary English legal system.

There are many elements of the Magna Carta which are **still found in the law today**. Some of these elements include:

- Trial by jury.
- Justifiable arrests.
- Rule of Law (everybody equal before the law).
- Presumption of innocence (you are innocent, until proven guilty).
- Equal access to the justice system for all.
- A fair trial.

In **1998** the Human Rights Act was passed in UK Parliament. This means:

This incorporates the European Convention on Human Rights (1950) into domestic UK law. It allows everybody in the UK (regardless of their citizenship) to bring and resolve human rights cases in front of UK courts rather than travelling to the European Court of Human Rights, Strasbourg.

UK courts must follow decisions and consider rulings by the European Court of Human Rights in their own legal practice.

UK public bodies e.g. NHS, local authorities, courts etc. must respect, protect and act in accordance with an individual's human rights.

## WHAT ARE THE FUNDAMENTAL PRINCIPLES OF LAW?

**Ensure Rights and Freedoms:** the law ensures everybody is able to access their entitlements and liberties.

**Equality Before the Law:** the law treats every person equally and every person is allowed equal access to the justice system.

**Presumption of Innocence:** the law ensures those who are accused of criminal activity are innocent until their guilt is proved beyond reasonable doubt (i.e. no other logical explanation can be given for the crime).

## WHAT IS THE NATURE OF CRIME IN THE UK TODAY?

### WHAT TYPES OF CRIME ARE COMMITTED?

Homicide (e.g. murder/manslaughter)  
Knife Crime  
Robbery  
Burglary  
Vehicle Theft  
Fraud  
Computer/Technology Misuse

Domestic Violence  
Rape  
Environmental/Ecological Crime  
Tax Evasion  
Anti-Social Behaviour  
Arson  
Hate Crime

Not all crime that is committed is discovered. One reason for this is because some crimes are **hidden**.

### WHAT IS THE PROFILE OF A CRIMINAL IN THE UK?

Attribute	Explanation*
Gender	Statically, it appears that males are more likely to commit and be punished for a crime. For example, they makeup 95% of the prison population.
Age	Statically, the peak age of offending is 17. But it is those between 30-39 who make up the largest % of the prison population at 25,658 prisoners.
Ethnicity	White is the biggest criminal group. However, BAMEs, accounted for 27% of the UK prison population, despite only making up 13% of the general UK population. This suggests that BAME groups are overrepresented within the criminal justice system (CJS).
Class	Socio-economic conditions do impact crime. The conditions created by a citizen's social class may impact if they do/do not commit crime.
Location	Crime is not evenly distributed between geographical areas. Evidence highlights that crime is higher in urban areas than rural areas. However, there are some specific crimes which predominately take place in rural areas - wildlife crime, crop damage and tractor theft etc.

Much of this evidence is based on statistical analysis. Care must be taken when using statistics to make claims. There a large body of evidence to suggest statistics are incorrectly compiled or misleadingly presented. Moreover, criminal statistics, are like an iceberg, as it is very difficult to establish a full understanding of crime: only some crime is on the surface, the rest remains hidden. This is because of the type of crime (e.g. sexual violence) or who it is committed by (e.g. computer hackers, powerful individuals) etc.

## WHAT ARE THE SOURCES OF UK LAW?

**Parliament:** One of the three branches of government is the **legislative**, this means they **are responsible for making new laws**. When parliament pass a law it becomes **legislation or statute**.

**Judges:** when making a judgement on a case, a judge **particularly when the issue is newly arising** (a matter of the first impression), will offer a new/unprecedented ruling. This ruling then becomes the **common/accepted** way of dealing with the legal issue. All future cases will follow this ruling. Therefore, Common Law is always constantly evolving/responding to legal developments.

## WHAT ARE THE DIFFERENT TYPES OF UK LAW?

	Civil Law	Criminal Law
What is the Purpose of this Law?	To <b>settle disputes</b> between individuals or groups.	To <b>punish</b> wrongdoers when they break the law as they are a risk/threat to wider society.
Who Investigates and Tries this Law?	The <b>victim</b> of the crime will collect and present evidence when and bring the case to a court/tribunal. They may be assisted by legal representatives, but may not be.	The case will be <b>reported by the victim, investigated by the police and brought to court by the Crown Prosecution Service</b> .
Where Will a Court Case Take Place?	The majority of cases will take place at a <b>County Court</b> , Family Court or Tribunal. Appeals will be heard at the <b>High Court</b> .	All cases will begin in a <b>Magistrates' Court</b> .  The majority will end here (summary offences). However, those which are more serious in nature (indictable offences) will be heard and then sent to the <b>Crown Court</b> .
What is a Typical Punishment/ Outcome?	Compensation Damage Payments Orders e.g. Child Custody	Imprisonment Fines Community Sentences
What are Examples of These Crimes?	Contract Disputes Child Custody Divorce Copyright Infringements	Murder Rape Smuggling Terrorism

## WHAT ARE THE DIFFERENT ELEMENTS OF THE CRIMINAL JUSTICE SYSTEM?

### HOW DO THE CRIMINAL AND CIVIL COURTS WORK?

	<b>Criminal Court</b>	<b>Civil Court</b>
<b>Examples of Courts</b>	Magistrates Court (MC) Crown Court (CrC)	County Court (CC) High Court (HC) <i>Although many civil cases are settled outside of formal courts.</i>
<b>Who is Involved in the Case?</b>	Magistrates X3 (MC) Judges* (CrC) Jury (CrC) Legal Representatives (CrC &MC) CPS (CrC)  <i>* A District Judge may heard cases in a Magistrates' Court if it is long &amp; complex.</i>	Judge. (CC & HC)
<b>What Crimes are Heard?</b>	Handle summary crimes e.g. motor offences and minor criminal damage. (MC)  Handle indictable crime e.g. murder, terrorism and rape. (CrC)	Cases involving disputes between individuals/groups/organisations. (CC & HC)
<b>What are the Punishments?</b>	Give an unlimited fine as a punishment. (MC & CrC)  Can punish criminals by sentencing them up to a lifetime in prison. (CrC)  Can only punish criminals by sentencing them to a maximum of 6 months in prison or 12 if two offences have been committed. (MC)  Can punish criminals with community service. (MC & CrC).	Punishments often involve the awarding of damages/ compensation. (CC & HC)  Use County Court Judgments which call for the repayment or return of money or property as punishment. (CC)



## WHO'S WHO IN THE CRIMINAL JUSTICE SYSTEM?

### WHO ARE THE LEGAL PROFESSIONALS?

Operation	Role	Power
<p><b>Police</b></p> <p><i>a state organisation responsible for protecting citizens and maintaining public order by preventing and detecting crime.</i></p>	<p>Maintain law and order within society, by being on patrol in communities.</p> <p>Use/piece together evidence to solve crimes which have been committed.</p>	<p>Arrest, due to the existence of compelling evidence, suspected and guilty criminals.</p> <p>When a warrant has been lawfully obtained, search and seize property.</p>
<p><b>Judiciary</b></p> <p><i>Judge. Those responsible for enforcing the law.</i></p>	<p>Hear cases against criminals in courts of law.</p> <p>Set common law, by making rulings on cases.</p>	<p>Sentence criminals to suitable punishments e.g. prison, paying damages etc.</p> <p>Set common law, by making rulings on cases.</p>
<p><b>Legal Representatives</b></p> <p><i>those who are members of the legal profession who are appointed to act on behalf of citizens when they encounter the law e.g. legal executives, solicitors, barristers etc.</i></p>	<p>Represent defendants in courts.</p> <p>Offer legal advice to the public.</p> <p>Often in on a specialist area of law.</p>	<p>Barristers cross-examine witnesses and defendants in courtrooms.</p> <p>Speak to judges and juries whilst in court.</p>

## WHO ARE THE CITIZENS INVOLVED IN THE CRIMINAL JUSTICE SYSTEM?

Citizen	Definition	Role and Responsibility
<b>Criminal</b>	Somebody who perpetrates a crime.	Commit crime & break the law.
<b>Victim of Crime</b>	Somebody who has suffered the consequences of criminal activity.	Be affected by criminal activity. Report criminal activity.
<b>Witness of Crime</b>	Somebody who sees a crime taking place. They may report the crime to the police and/or appear in court to give evidence about what they saw.	Report criminal activity. Give evidence to the police/in court on what they saw.
<b>Juror</b>	Citizens who come together to make up the jury. A group of citizens randomly selected to hear and make a judgement in a legal case.	Listen to the details of a trial and decide if the defendant is guilty or not guilty.  If the jury foreman, give the verdict in the court room.
<b>Magistrate</b>	Also known as Justices of the Peace. Volunteer members of the community who hear and pass judgement on criminal cases in the Magistrates' Court.	Listen, typically with two other magistrates and decide if a criminal is guilty or not guilty. If guilty, give punishment.  Sign warrants to allow police searches.
<b>Special Constable</b>	Volunteer police officers. They wear a similar uniform and have the same powers as full-time, paid police officers.	Patrol an area.  Arrest criminals.
<b>Police and Crime Commissioner</b>	A citizen who is elected to hold local police to account by ensuring they are meeting the needs of the their community.	Meeting the public to listen to their views about crime and policing  Set policing priorities & budgets.  Appoint and dismiss chief constables.
<b>Member of a Tribunal</b>	Citizens with specialist knowledge who provide support to Tribunal Judges. They listen, question and help decide the final outcome.	Listen to a Tribunal hearing.  Aid Tribunal Judge with decision by offering insight/specialist knowledge e.g. mental health.
<b>Police Community Support Officer (PCSO)</b>	Citizens who support and work alongside the police by being visible in communities and interacting with members of the public. They can give notices and demand addresses, but not arrest criminals.	Patrol an area.  Develop relationships with communities.  Give fixed-penalty notices.

## SHOULD ORDINARY CITIZENS PLAY A ROLE IN THE CRIMINAL JUSTICE SYSTEM?

Yes	No
<p>Citizens bring with them their own experiences and understandings of communities. This may enable them to build better and stronger relationships leading to a reduction of crime. For example, a community member might be more willing to speak to somebody they know who is a local PCSO/Special officer, rather than a regular unknown police officer from outside the community.</p>	
<p>Many citizen roles within the legal system e.g. Magistrate/Special Officer are carried out for free/very little cost this saves the legal system money and this saving be invested into improving other aspects of the legal system or wider society.</p>	<p>In our increasingly work-centric societies, is it fair to ask people to abandon their usual work to help the legal system? Exemptions and deferrals are possible for jury service but these are limited. What if you are called coincidentally at a very inconvenient time?</p>
<p>By involving themselves within the legal system ordinary citizens get to understand more about how it works, this means they develop their knowledge and skillset. Their newfound understandings can then be disseminated back into their local communities. This may reduce fear/the unknown surrounding the legal system.</p>	<p>Some may argue the training for citizens to involve themselves/support the legal system is minimal. Should something so important not be left to professionals who have been educated and trained for these roles over many years?</p> <p>Having citizens involved may also complicate matters and slow down the process. For example, during COVID-19 trials with juries were suspended, this meant hearings were suspended and a backlog grew. But, if cases only required a single judge to hear them, it could reduce pressure and speed up the CJS.</p>
<p>Some may see their involvement within the legal system as their civic responsibility/duty. They may argue it makes the system fairer as it is peers judging their peers e.g. jurors.</p>	<p>Some may suggest that rather than increasing the legal system's diversity and representativeness, asking for citizen's involvement makes the legal system appear only for the few. How practical is it for many industries to have their workforce regularly absent to perform magistrate duty? How might a single mother/father find time to volunteer as a Special? Are juries fair: sexism? racism? Media coverage? Etc.</p>

## WHAT IS A TRIBUNAL?

Tribunals are specialist courts **which decide disputes in a particular area of law**. In the main, they deal with areas of civil law.

The Tribunal System is tiered. Claimants enter the tribunal system at the First Tier: First Tier Tribunals. If they are unhappy with the decision/outcome of their hearing they can appeal to the Upper Tribunal System.

There **are different tribunals for different issues**, some specialist tribunals include: Employment Tribunals, Asylum & Immigration Tribunals and Mental Health Review Tribunals. The issues tribunals oversee are grouped into Chambers. For example, the Social Entitlement Chamber, contain within it: Asylum Support, Social Security, Criminal Injustices.

Tribunals are often **overseen by panels**. These often include a legal professional (Tribunal Judges) and non-legal professionals, Tribunal Members, ordinary citizens, who have specific areas of expertise.

The outcome of a Tribunal is often fines, compensation payments, allowance/disallowance e.g. benefits, leave/refusal to stay in the UK etc.

Tribunals are less formal than traditional court rooms. Those attending the Tribunal, usually represent themselves.

## HOW CAN LEGAL DISPUTES BE SETTLED OUTSIDE OF THE COURT SYSTEM?

There has been a considerable development in the growth of ways to settle disputes outside of the formal court system. Collectively, these systems are known as **Alternative Dispute Resolutions (ADR)**.

<b>Settlement (ADRs)</b>	<b>Explanation</b>
<b>Mediation</b>	When those involved in a dispute, along with a neutral third party (mediator) come together to try and resolve their dispute. The mediator does not involve themselves in the discussion, they are facilitators.
<b>Ombudsmen</b>	An officially appointed organisation who investigate and resolve complaints. They can be used after the citizen has attempted to raise the complaint the organisation themselves, but the outcome has not been satisfactory.  Complaints can be about private industry e.g. energy suppliers, financial services or public/government services e.g. NHS, housing, prisons etc.
<b>Conciliation</b>	When those involved in a dispute, along with a neutral third party (conciliator) come together to try and resolve their dispute. The conciliator can take an active role in the discussion, for example, they may suggest possible actions and compromises.

## IS IT BETTER TO USE OTHER MEANS OF DISPUTE RATHER THAN THE FORMAL COURTS?

Yes	No
<p>Using ADRs is <b>much cheaper, some are even free (ombudsmen)</b>. This may allow more people to access and receive justice.</p> <p>Some ADRs may produce a decision <b>quickly</b>. For example, an ombudsmen, will often aim to settle cases in a weeks/months, rather than months/years like the court system. Post-COVID-19 there is a backlog of cases and until 'Nightingale Courts' are established, outcome time is increasing.</p>	<p>If you are on a low-income, you can often receive <b>free legal aid</b> to help assist you with taking your case to court and receiving justice.</p> <p>Moreover, although there maybe a reduction in <b>financial costs</b> there maybe an increase in <b>time costs</b>. For example, if resolving a child custody case through meditation, you and an ex-partner may have to spend many hours attending sessions. Whereas in normal circumstances, when a court has heard a case, it will make a ruling in a very short space of time after reviewing the evidence, this could be instantly or in a matter of weeks.</p>
<p>ADRs such as negotiation and meditation will mean the <b>decisions made often result from discussion and collaboration between the parties involved</b>, this could mean the outcome may be long-lasting and each party feels they have been heard and represented. Decisions have been not been applied from above and one side over another hasn't been taken.</p>	<p>Many methods of ADR <b>do not guarantee an outcome</b>. This means parties could <b>waste time and effort</b> and still end up in court.</p> <p>Outcomes decided at ADR may not have a <b>legally binding status</b> and therefore can be broken resulting in the process starting all over again.</p>
	<p>Legal matters are <b>complex</b>. They deserve to be dealt with by those who have undergone extensive legal training and are experts in their field, not via a prolonged discussion.</p>

## WHEN DO YOUNG PEOPLE ACQUIRE RIGHTS?

10	16	17	18
<p>In England &amp; Wales, become criminally responsible for your actions.</p>	<p>Marry with parental permission.</p> <p>16</p> <p>Join the Armed Forces with parental permission.</p>	<p>Driving License.</p>	<p>Vote.</p> <p>18</p> <p>Marry.</p> <p>18</p> <p>Join Armed Forces.</p>

## SHOULD THE AGE OF CRIMINAL RESPONSIBILITY BE RAISED IN ENGLAND & WALES?

Yes	No
<p>Neuroscientists suggest the brain is not developed enough for children to recognise their behaviour as criminal. Thus, they aren't aware of the far-reaching consequences of their actions.</p> <p>Children aged 10 and under commonly commit crime because of neurodevelopment disorders, these need to be understood and children need support not locking away!</p>	<p>Children undergo a period of primary socialisation (by the family) and secondary socialisation (education, peers etc) this teaches them by the age of 10 what actions are morally/criminally permissible.</p>
<p>Many international organisations/conventions suggest that 10 is too young.</p> <p>For example, the Equality and Human Rights Commission (EHRC) suggest that 10 is too young because being prosecuted, especially imprisoned, leads to long-lasting harmful effects on a young person's wellbeing. Moreover, it gives them the stigma and associated label of 'being a criminal' and this is hard to remove.</p> <p>Many young people partake in criminal activity due to their circumstances. For example, the poverty cycle, victimisation, coercion and abuse by those who are older. Recent research has found children as young as 7 are becoming involved in drug trafficking in Manchester due to exploitive recruitment methods by drug gangs.</p> <p>Is it fair that circumstances beyond their control lead to life limiting convictions.</p>	<p>Having the age as low as 10 acts as a useful deterrent.</p> <p>It stops children committing crime in the first place.</p>
<p>England has one of the lowest ages of criminal responsibility globally. This age is not 'internationally acceptable'. England should look to other countries and find other solutions. Methods which are community based, focusing on rehabilitation and reparation etc.</p>	<p>Children are capable of committing crime at 10 years old, so they should be punished for it e.g. killers of Jamie Bugler.</p> <p>Some argue that sentences that focus on rehabilitation are too soft and do not punish offenders – they do not give justice!</p>

## HOW ARE YOUNG PEOPLE PUNISHED IN THE JUSTICE SYSTEM?

When a young person reaches their age of 10 they become **criminally responsible for their actions**. This means that if they commit a crime and are caught, **they can be arrested and taken to court**.

When a crime enters the criminal justice system they are treated differently to adults, this remains until they are 17. Their cases are heard by **youth courts**, they receive **different sentence** and are they receive a custodial sentence they **are sent to secure youth centres**, not adult prisons.

If a child commits a crime under the age of 10, although they cannot be formally charged, **they can still be punished**. For example, they may be placed under curfew or be given a safety order. This means their actions are restricted between set hours or their behaviour is monitored by the youth offending time. Sometimes, parents are held responsible for their child's action.

## HOW DO YOUTH COURTS OPERATE?

Youth Court cases are overseen by **three magistrates** or a **district judge**.

There is **no jury**.

Members of the **public are not permitted to hear/watch the case**.

They have **less formality – first names are used**.

Parents/carers **must attend if the child is under 16**.

Youth Court hears and sentences **less serious crimes e.g. theft, anti-social behaviour, drug offences**. Crimes of a **more serious nature** are heard by the Youth Magistrates' but then transferred to the **Crown Court**.

## HOW ARE YOUNG PEOPLE PUNISHED?

If a young person appears before the Youth Court and is found **guilty of their offence**. They can receive a number of different punishments:

- A Detention and Training Order. They spend some of their time in a secure centre (custodial sentence) the rest is spent in the community.
- Fines. The payment of this is the responsibility of the parent/carer.
- Youth Rehabilitation Order. This is a sentence served in the community and could include completing unpaid work, receiving treatment (e.g. addiction support, mental health treatment), education, and/or placed under curfew.

When a young person is being sentenced, their specific circumstances will be considered e.g. their age, severity of the crime, past criminal activity, plea offered etc.

Once a child offends they become known to a Youth Offending Team. These teams try to support the child to ensure they don't reoffend.

## HOW DO LEGAL SYSTEMS DIFFER WITHIN THE UK?

The UK has much in common. However, history and the process of Devolution has led to some differences within the legal systems of England and Wales, Scotland and Northern Ireland.

The devolved administrations have the power to establish their own law, order and justice systems. Although, the power to legislate is restricted to devolved matters e.g. education, health and the environment.

England and Wales hold a single legal jurisdiction – this means the legal systems and legal professionals are virtually the same. There will be some 'Welsh Law' and some 'English Law' which are not shared, but only on specific issues.

Scotland and Northern Ireland have legal systems which differ to England and Wales. These difference relate principally to the court system and how they are organised, along with some differences in law and at the age you become criminally responsible.

	England and Wales	Scotland	Northern Ireland
<b>Age of Criminal Responsibility</b>	10	12	10
<b>Typical Number of Jurors</b>	12	15	12
<b>Court Systems</b>	6 Level Court System	5 Level Court System	8 Level Court System
<b>Equalities Legislation</b>	Equalities Act 2010	Equalities Act 2010	Northern Ireland does not have the Equalities Act (2010). Rather, it has individual pieces of legislation which protects against discrimination due to characteristics e.g. age, race, gender etc.



## WHAT ARE THE CAUSES OF CRIME? HOW CAN THESE CAUSES BE REDUCED?

Causes of Crime	Strategies to Reduce Crime
Poverty	<p>Increased Government support e.g. welfare to tackle poverty and divert potential criminals away from crime.</p> <p>Job creation schemes to ensure employment for all so individuals have the economic means to support themselves, rather than turn to crime.</p>
Peer Pressure	<p>Educate, especially young people on the dangers and consequences of crime for both them as a perpetrator and the victim.</p> <p>Investment in youth services so young people do not seek the excitement/thrill of crime.</p>
Addiction e.g. drug, alcohol, gambling	<p>Educate, about the dangers of drugs, alcohol, gambling etc.</p> <p>Investment in rehabilitation schemes to help those suffering the effects of addiction and to recovery.</p>
Lack of shared values/norms which bind society together.	<p>Increased emphasis on societal values within education, the media and other areas of public life.</p> <p>Encourage community spirit within localities, this will make them more cohesive.</p>
Lack of deterrent/opportunities for criminal activity.	<p>Increase methods of situational crime prevention. For example, CCTV, anti-climb paint, , alarms, speed cameras, police patrols, tougher sentences/enforcement of law etc.</p>
Poor socialisation, leading to lack of knowledge/understanding of the law.	<p>Increased support for parents in the early years of a child's life e.g. investment in Sure Start Centres, Social Worker for those children who maybe at risk, increased education in school.</p>

## HOW DOES SOCIETY DEAL WITH THOSE WHO COMMIT CRIME?

Aim of Punishment	Purpose	Example of Punishment	Effectiveness
<b>Deterrence</b>	To prevent criminals committing an offence.	Prison  Criminal Record  Discharge Order	<p>☺: Prevents crime taking place so stops the damage/effects of crime on victim and wider society.</p> <p>⊗: The Justice System must be tough enough for this to be effective. The Prison Reform Trust suggest that in the UK, 50% of adults when released from prison reoffended and were reconvicted of another within 1 year. What does this suggest about the nature of UK prisons?</p> <p>⊗: Is prison the most suitable form of punishment for many crimes? What does prison allow the criminal to do? Are prisons not merely universities of crime?</p>
<b>Rehabilitation</b>	Changing the behaviour of a criminal.	Rehabilitation Centre  Sobriety Tag	<p>☺: If undertaken with trained professionals it could have a life-long beneficial impact on the criminal and allow them to change their life/outcome. It could prevent them from committing crime in the future.</p> <p>⊗: It is reactionary not preventative. Many rehab programmes only begin once the crime has been committed. What about the need for punishment/vindication? What about tackling the root causes of crime?</p> <p>⊗: Requires a large investment of time, money and effort. For rehab programmes to work, the offender needs the desire to change. How is this desire successfully ascertained? Could it be faked so the punishment is softer?</p>
<b>Protection</b>	Keeping those in the community safe.	Prison  Tag  Restraining Order	<p>☺: If the criminal is imprisoned, it will be difficult for them to harm wider society (although possible e.g. gang).</p> <p>☺: Developments in technology allow for round the clock surveillance of criminals on tag. This makes it difficult for them to reoffend.</p> <p>⊗: Some methods of protection require the criminal to self-monitor. If this is used in isolation how effective will it be? Although a restraining order prevents an action, it is often too late and the consequences too high to know when it has been broken.</p> <p>⊗: Requires investment in staff (e.g. probation officers) &amp; technology for methods to be fully effective. Is this always possible?</p>

Aim of Punishment	Purpose	Example of Punishment	Effectiveness
<b>Reparation</b>	To pay back damages caused.	Compensation  Fine  Community Sentence	<p>☺: It is a fitting punishment for many crimes e.g. if the criminal has stolen something, compensation can be paid back until the amount taken is repaid or if damage has been caused, the criminal can use their time to repair/carry out appropriate work.</p> <p>☺: Sometimes it is used as part of a wider restorative justice programme, this requires the criminal and victim to come together and discuss the crime. This may make the criminal fully aware of their actions and result in a long-term change.</p> <p>☺: Research by Prison Reform UK indicates that reparative punishments are more beneficial at reducing reoffending than custodial sentences. As ex-Justice Secretary, Clarke says: "it is virtually impossible to do anything productive with offenders on a short sentences." Whereas a structured programme can allow criminals to reflect in their wrong doing, whilst making meaningful change in society.</p> <p>☹: Some suggest it is a soft form of justice if used in isolation. Programmes are relatively short and some make have impact on the criminal/it is not taken seriously.</p>
<b>Retribution</b>	Taking revenge on a criminal, typically with an act of equal severity. Typically used to punish murder.	Death Penalty	<p>☺: Some argue that retributive justice is the ultimate form of protection within society – if the criminal is killed, they, themselves, can't harm others.</p> <p>☹: Is it permissible to take the life of another? Does it not enter into a circular argument of life for life – are the state then not just as wrong as the killers?</p>

## WHAT IS THE HISTORY AND ROLE OF TRADE UNIONS?

A trade union is a **group of workers, in the same trade or profession who join together to protect their rights.**

They work **collectively to represent the views of a trade or profession.** This could be in a single workplace or a national scale.

## HOW HAVE TRADE UNIONS DEVELOPED IN HISTORY?

Skilled workers began to organise themselves formally into trade unions in the **1800s.** Although early in their development legislation was passed (**The Combination Act**) to make them illegal.

The Combination Act was **repealed** in **1824/1825.** Trade Unions began **to rise in popularity and effectiveness.**

**1871** Gladstone's Liberal government established the legal status of trade unions with the **Trade Union Act.**

**1900s** saw the alignment of Trade Unions with politics. To this day, there is a strong link between many **trade unions and the Labour Party.** Trade Unions helped to establish the Labour Party.

With the **Industrial Revolution** (1700s-1800s) working conditions changed significantly, this meant workers began to come together in collective action to improve conditions and rights.

**1868** saw the establishment of new national or regional trade organisations. **The Trades Union Congress (TUC),** a national forum for co-ordinating trade union demands.

In **1888** the first female workers at the Bryant & May match factory went on strike.

**2000s** saw the work of Trade Unions develop e.g. BMA & Junior Doctor Strikes in 2015. During the 2020 COVID-19 pandemic, Trade Unions lobbied to ensure workers were adequately protected.

## WHAT IS AN EMPLOYERS' ASSOCIATION?

An **employers' association is an organisation who represent the interests of employers.** For example, the Confederation of British Industry, Institute of Directors and the Federation of Window Cleaners. All represent specific industries. Like Unions, they ensure the interests of members are protected and will take action if needs are not being met.

The Federation of Window Cleaners, represents the interests of Window Cleaners to government, provides a list of reputable Window Cleaners for the public and publishes 'Window Talk' which contains Health and Safety guidance, advice and product recommendations etc.

