

Edexcel Government & Politics for AS: Scheme of Work

Andy Lawrence

Subject Topics are fixed but Resources & Tasks are suggested and not intended to preclude individual inspiration or further development

The Judiciary and Civil Liberties

Key Question	Suggested activities
Which judges have political significance?	McNaughton p278-82 Starter: Place a tick or a cross against list of judges with or without political significance. Main: Pupils create eight tabloid headlines to summarise each issue. Plenary: Pupil reads out a headline and asks another to guess which issue it refers to.
Which actions by judges have caused the biggest political headlines?	McNaughton p280-1 Starter: What makes a good headline? Choose out of groups of topical ones. Main: Pupils choose top public inquiry and case of political importance. Create headline for each. Plenary: Justify choices
What safeguards, limitations and principles impact on the judiciary?	McNaughton p282-83 Starter: Line of certainty on discussion topic p282 Main: Venn diagram on limitations, principles, safeguards within the system. Plenary:
How is the independence of the judiciary maintained?	McNaughton p283-84 Starter: Read and summarise section on Independence of Judiciary p283 Main: Spider diagram around key words Plenary: Rank factors in terms of importance
How might the independence of the judiciary be threatened?	McNaughton p284 Starter: Articulate on key terms from past few lessons Main: Storyboard Plenary: Plan answer to question in five bullet points
Is the judiciary neutral?	McNaughton p284-86 Starter: Discussion on topical political story Main: Card sort Plenary: Answer question in one paragraph – underline / highlight evidence used

<p>How far are civil liberties in this country threatened?</p>	<p>McNaughton p286-7 Starter: Brainstorm civil liberties in UK Main: Place threats on line Plenary: Place self on line to summarise conclusion to question</p>
<p>Civil liberties or protection of society: Which is more important?</p>	<p>McNaughton p287 Starter: Introduce debate. Prepare argument Main: Debate on discussion topic p287 Plenary: Vote</p>
<p>What is the Freedom of Information Act?</p>	<p>McNaughton p287-288 Starter: Pick one definition of Freedom of Information from list. Main: Pupils look at text for 1 minute. Draw picture of FoI. Look back at text for 30 secs. Add annotations. Swap with partner to add information. Plenary: Complete with unlimited time. Look back at definitions. Look to see if pupils want to change answer.</p>
<p>Is the Human Rights Act good for Britain?</p>	<p>McNaughton p288-289 Starter: Heads and tails on content of text Main: News articles on pros and cons of HRA Plenary: Pupils conclude</p>
<p>Does Parliamentary effectively protect human rights in the UK?</p>	<p>McNaughton p289-90 Starter: Brainstorm human rights Main: Venn diagram EU / Acts of Parliament / Common Law Plenary: Answer key question</p>
<p>How far has the separation of executive and judiciary broken down in the UK?</p>	<p>McNaughton p290-91 Starter: Main: Data input table. Pupils give score to each out of ten depending on how far separation has broken down Plenary:</p>
<p>What are the main strengths and weaknesses of the judiciary?</p>	<p>McNaughton p291-92 Starter: Judiciary bingo Main: Place cards on line of certainty Plenary: Pick out statement from list that most aligns with own opinion</p>
<p>How has the Constitutional Reform Act 2005 changed the judiciary?</p>	<p>McNaughton p292-293 Starter: Short answer quiz Main: Translate text into diagram / picture that shows changes Plenary: Summarise changes & significance in no more than 20 words</p>
<p>What kind of relationship do British courts have with the EU?</p>	<p>McNaughton p293-94 Starter: Discussion on topical political story Main: Create front page from either pro or anti EU stance summarising relationship Plenary: Share front pages with rest of group</p>

Mock exam using questions on p296-97