

2016 specification
first exams in 2018



Rights and Responsibilities Activity Pack

for GCSE AQA Paper 2 (Theme 3.3)

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Teacher's Introduction

This Citizenship GCSE AQA theme 3.3 Rights and responsibilities activity pack has been created specifically to incorporate the changes made to the 2016 GCSE Citizenship specification. This activity pack covers five parts of this section of the specification.

3.3 Rights and responsibilities

- **3.3.1 What laws does a society require and why?**
- **3.3.2 What are a citizen's rights and responsibilities within the legal system?**
- **3.3.3 How has the law developed over time, and how does the law protect the citizen and deal with criminals?**
- **3.3.4 What are the universal human rights and how do we protect them?**
- **3.3.5 How do citizens play a part to bring about change in the legal system?**

This resource is intended as a varied activity pack to supplement classroom and individual learning of the specification for theme 3.3 Rights and responsibilities. This will help develop students' knowledge, understanding and study skills. In addition, it will aid final examination preparation and revision so that pupils can undertake GCSE Citizenship successfully.

The main focus, therefore, is to reinforce pupil knowledge and understanding of the five parts of theme 3.3, while providing the vocabulary and analytical skills to undertake more detailed and precise examination answers.

The following structured activities are comprehensive and varied, and include extension activities to challenge advanced, talented and gifted students. These activities can be used while teaching theme 3.3, to consolidate learning throughout the topic and as revision materials. I hope that these engaging and fun activities prove useful to both pupils and teachers alike. Teaching notes overleaf help you to fit them easily into any lesson, with suggested timings and answers for each activity.

May 2024

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Teacher's Notes

Section 3.3.1 – What laws does a society require and why?

Activity 1	Aim	To understand a range of principles of the law in the UK.
	Prior knowledge	None
	Timing	15–20 minutes
	Answers	1) A law that has been passed by Parliament. 2) The fact that the people have consented to a law through Parliament. 3) Laws which govern and forbid criminal behaviour. 4) The idea that people are innocent before they are proved guilty. 5) The idea that judges and the legal system should be free from bias. 6) Laws which govern disputes between people. 7) Funds which enable poorer people to have equal access to the legal system.
	Extension activities	Students are encouraged to use the Internet to research one law declared by a judge.
	Extension timing	30 minutes
Activity 2	Aim	To understand the different reasons for why we have laws in the UK.
	Prior knowledge	None
	Timing	10–15 minutes
	Answers	This is a subjective activity, so there are no right or wrong answers.
	Extension activity	Students think up their own reasons for why we need laws.
	Extension timing	5–10 minutes
Activity 3	Aim	For students to understand the different functions of the law in the UK.
	Prior knowledge	A basic understanding of what a law is.
	Timing	10–15 minutes, plus 10–15 minutes to go through as a class
	Answers	1) E 2) A 3) D 4) B 5) C
	Extension activity	Students are encouraged to think of any other functions the law may have. Functions of the law may differ in different countries (e.g. police states).
Activity 4	Aim	To understand the different fundamental principles of the law in the UK.
	Prior knowledge	Key words for this theme.
	Timing	20–30 minutes
	Answers	1) B 2) G 3) F 4) J 5) H 6) I 7) D 8) C 9) E 10) A 11) L 12) J
	Extension activity	Students should use the Internet to find an example of when a law has been clearly broken (e.g. government having to obey the rule of law) triggering Article 50 in the Girdhar case in early 2017).
	Extension timing	15–30 minutes

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Section 3.3.2 – What are a citizen's rights and responsibilities w

Activity 5	Aim	What is the role and power of the police as opposed to the judiciary?	
	Prior knowledge	Who the police are, and who the judiciary are.	
	Timing	15–20 minutes	
	Answers	1) Police 2) Judiciary 3) Both 4) Police 5) Judiciary 6) Judiciary 7) Judiciary 8) Judiciary 9) Police 10) Police	
	Extension activity	Students think about the powers of the police and the judiciary.	
Activity 6	Timing	10–15 minutes	
	Aim	To understand the layout and main roles of the main participants in a criminal trial.	
	Prior knowledge	None	
	Timing	20–30 minutes	
	Answers	1) Magistrates 2) Everyone 3) Court recorder 4) Defence solicitor 5) Prosecution	
Activity 7	Extension activity	Students can research and watch a real-life case in class, street, or on the Internet.	
	Extension timing	30–60 minutes	
	Aim	To understand the layout of a criminal court.	
	Prior knowledge	The layout of and main roles in a magistrates' court (see Activity 6).	
	Timing	15 minutes	
Activity 8	Answers	Magistrates – magistrates' court only Judge – Crown Court only Prosecuting solicitor / Defence solicitor / Defendant – both Prison officer – Crown Court only Witness / Jurors – Crown Court only Police – Crown Court only Court clerk / Public gallery – both	
	Extension activity	Students should use the Internet to research the layout of another court and compare the differences and similarities between this and a magistrates' court.	
	Extension timing	30 minutes	
	Aim	To understand how a case can progress through the criminal justice system.	
	Prior knowledge	What is criminal law?	
Activity 9	Timing	15 minutes	
	Answers	1) Magistrates' court 2) UK Supreme Court 3) Crown Court 4) Magistrates' court 5) Court of Appeal 6) UK Supreme Court	
	Extension activity	Students, using the Internet, should research the European Court of Justice, what it is made up of, and what sorts of cases it deals with.	
	Extension timing	15–20 minutes	

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Activity 13	Aim	To be able to understand what criminal law is and why it exists
	Prior knowledge	None
	Timing	15–20 minutes
	Answers	1) To prevent further crime from occurring, and to punish 2) Evidence is important because people are innocent until proven guilty 3) A guilty mind is about criminal intent – whether or not someone has committed a crime. 4) Liability means that you are responsible for something, being responsible
	Extension activity	Students can use the Internet to research other principles that underpin the law
Activity 14	Timing	15–30 minutes
	Aim	To understand the different legal systems that operate in the UK
	Prior knowledge	An understanding of the legal history of the different countries in the UK
	Timing	15–20 minutes
	Answers	1) Wales 2) Northern Ireland 3) Scotland 4) Northern Ireland
	Extension activity	Students explain each of the statements in greater detail.
Activity 15	Extension timing	10–15 minutes
	Aim	New activity 15 – Part 3: How has the law developed over time and how has it changed the citizen and deal with criminals?
	Prior knowledge	Different types of court that exist, definition of common law
	Timing	20–30 minutes
	Answers	1) 1399 2) 2009 3) 1215 4) 1215 5) 1166 6) 1346 7) 1998 8) 1536 9) 1956 10) 1285 11) 1200 12) 1971
	Extension activity	Students look at the Constitutional Reform Act 2005. Apart from creating the Supreme Court for the UK, this Act also made the Lord Chief Justice and reformed the role of Lord Chancellor.
	Extension timing	15–20 minutes

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Section 3.3.3 – How has the law developed over time, and how the citizen and deal with criminals?

Activity 16	Aim	To understand what the main sources of UK law are.
	Prior knowledge	To understand that governments are drawn from whichever House of Commons.
	Timing	10–15 minutes
	Answers	1) Primary legislation 2) Laws that are based on primary legislation 3) Laws that can be changed by the government without law that is declared by a judge because there is a gap 5) Legal judgments that have occurred in the past that affect
	Extension activity	Students should research Henry VIII clauses, which the government leave the European Union, on the Internet.
Activity 17	Extension timing	15–30 minutes
	Aim	To understand the history of trade unions in the UK.
	Prior knowledge	What is a trade union?
	Timing	20–30 minutes
	Answers	1) 1868, 2) 1900, 3) 1834, 4) 1926, 5) 1980s to 1990s, 6) 19) 1978–79, 10) 1871
Activity 18	Extension activity	Students research a trade union today, using the Internet.
	Extension timing	15–20 minutes
	Aim	To explain differing types of crime and the profile of criminals.
	Prior knowledge	What is a crime? Different types of crime that exist in England.
	Timing	10–15 minutes
Activity 19	Answers	1) 1) Offences in May 2020 2) Robbery in April 2020 3) London This is a normative answer that depends on different students.
	Extension activity	Students view the latest data from ons.gov.uk to see what has the original data provided.
	Extension timing	20–30 minutes
	Aim	To examine the factors affecting crime rates in society.
	Prior knowledge	Definition of a crime.
Activity 20	Timing	15 minutes
	Answers	This is a subjective activity, so there is no right or wrong answer.
	Extension activity	Students should use the Internet to research recent crime statistics, using numeracy skills involving statistical comparisons, pie charts and trends that they identify.
	Extension timing	15–30 minutes
	Aim	To examine the different sentencing guidelines for different crimes.
Activity 21	Prior knowledge	None
	Timing	15 minutes
	Answers	1) A, 2) H, 3) D, 4) E, 5) G, 6) A, 7) H, 8) G, 9) C, 10) F
	Extension activity	Students should compare their answers in groups, giving reasons for their choices.
	Extension timing	15 minutes

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Activity 21	Aim	To compare the different strategies for reducing crime.
	Prior knowledge	None
	Timing	15–20 minutes
	Answers	None. This is a subjective activity, so there is no right or wrong answer.
	Extension activity	Students can then discuss in which case their strategy will be most effective for their views.
	Extension timing	15 minutes
Activity 22	Aim	To understand how the system of youth justice works in the UK and how it differs from the adult justice system.
	Prior knowledge	None
	Timing	15 minutes
	Answers	<ol style="list-style-type: none"> 1) 10 2) Yes, if there is an adult accused alongside them, or if they have been in more than 14 years in prison for their alleged crime 3) They have to if the defendant is under 16, and can do so if they are under 18 4) To make sure children do not come into direct contact with them or cause them harm or distress 5) A special form of custody for young people where the aim is to educate rather than punish them
	Extension activity	Students should discuss in groups why the court system is different for young people.
	Extension timing	10–15 minutes
Activity 23	Aim	To hold a debate on the purpose and impact of punishment.
	Prior knowledge	Recognising that the character and the power to control contribute to the effectiveness of punishment.
	Timing	45–60 minutes
	Answers	None. This is a subjective activity, so there is no right or wrong answer.
	Extension activity	Students should write an amendment to one of the motions.
	Extension timing	15 minutes

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Section 3.3.4 – What are the universal human rights and how do they work?

Activity 24	Aim	To discover which human rights exist in which different human rights documents.
	Prior knowledge	Definitions of a human right, equality, torture, guilty, privacy, etc.
	Timing	30–45 minutes
	Answers	Rights in both documents: right to life, liberty, freedom from discrimination, freedom from slavery, freedom from torture, innocent until proven guilty, right to privacy, freedom to marry and have a family, freedom of assembly, etc. Rights in the UDHR: right to recognition as a person, right to have a nationality, right to an adequate standard of living, etc. Rights in the ECHR: right to life, liberty, security, freedom from arbitrary arrest and exile, right to a fair trial, freedom of information, participation in elections, right to social security, right to join a trade union, right to an education, freedom from state interference in private life. Rights in the UDHR and ECHR: right to equality before the law, right to liberty and personal security. There are no rights just in one document and some are not in another document.
	Extension activity	Students are encouraged to think of what other rights they would like to see in the UDHR, and why in each case.
	Extension timing	10–15 minutes
Activity 25	Aim	To discuss which rights are important in the United Nations Convention on the Rights of the Child.
	Prior knowledge	Definitions of discrimination, ethnicity.
	Timing	20–30 minutes
	Answers	There are no correct answers. This is a subjective ranking activity. Students are encouraged to be able to justify the decisions they have made when asked to do so as a class.
	Extension activity	Students discuss whether they think the right to play should be included in the list of rights, and why.
	Extension timing	10–15 minutes
Activity 26	Aim	To understand how international humanitarian law helps establish the rules of war. What are the Geneva Conventions?
	Prior knowledge	What is the Red Cross?
	Timing	20–30 minutes
	Answers	1) 1949 2) Torture, terrorism, punishing people in groups, slavery, etc. 3) Yes 4) The Red Cross/Crescent/Shield 5) Yes, with their families 6) Yes, you must rescue them 7) Yes 8) Yes
	Extension activity	Students discuss which of these protections are ranked the highest, and why. There is no one correct answer.
	Extension timing	10–15 minutes

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Section 3.3.5 – How do citizens play a part to bring about change?

Activity 27	Aim	To understand the roles and responsibilities of citizens in the UK.
	Prior knowledge	The difference between a role and a responsibility.
	Timing	10–15 minutes
	Answers	A) 2, 8, 9, 10, 11, 12 B) 1, 3, 4, 5, 6, 7, 10, 11, 12, 13 D) 3, 8, 9, 11, 12, 13 G) 5, 9, 11, 12, 13 H) 1, 6, 9, 10, 11 I) 4, 8, 9, 11, 12
	Extension activity	Students discuss the roles and responsibilities, such as the power of the courts.
	Extension timing	10–15 minutes
Activity 28	Aim	To complete a crossword using all the knowledge from theme 3.3.5.
	Prior knowledge	Key words across the whole of this theme.
	Timing	30–45 minutes
	Answers	
	Extension activity	Students can write their own crossword in groups, and then challenge other groups.
	Extension timing	30–45 minutes

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Activity 1 – Principles of law to ensure rights

Most laws in the UK have been passed by Parliament in Westminster, London. These are known as statute laws. This means that our elected representatives have given their permission to make the law. This is known as legitimacy by consent.

Criminal laws are there to govern and stop criminal behaviour. For example, the laws on murder. Such laws have punishments, and in the case of murder, a minimum sentence – life imprisonment. In our legal system, there is a presumption of innocence. That is to say, a person is innocent until they have been found guilty of a crime in a court of law, or they have confessed to a crime.

In order for the law to be fair, there is equality before the law. This is linked to the principle of neutrality. In other words, it doesn't matter who you are, what age you are, your gender, or any other whole range of other factors – all are to be treated equally in court.

There are also other laws which govern disputes between individuals – such as contract law. This is known as civil law.

There also needs to be access to justice – people should be able to afford to defend themselves. This is why the government provides legal aid – to make sure everyone has access to the law. However, cuts in legal aid, it is more difficult now for a person to bring a civil law case such as libel, if somebody has said something untrue about a person. Here, the law may be failing. People who do not qualify for legal aid, but cannot access the same level of justice as those who do, are the best lawyers.



Answer the following questions:

- 1) What is a statute law?

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- 2) What is legitimacy by consent?

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- 3) What is criminal law?

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4) What is the presumption of innocence?

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5) What is judicial neutrality?

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.....

.....

6) What is civil law?

.....

.....

.....

7) What is legal aid?

.....

.....

.....



STRETCH Activity

Pick one example of common law that has recently been declared and how it has changed the law in the United Kingdom.

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Activity 2 – What law does a society require?



Look at the following reasons why we need laws in our society. In groups, discuss the importance. Give three reasons for and one disadvantage for your top three. Then compare your answers as a class.

Reason
Without laws, there would be anarchy.
We need laws to solve disagreements we may have with one another.
Without international law, countries would constantly be at war with one another.
Criminal law is required as a deterrent to prevent crime.
Commercial law is needed to make sure that large companies do not rip off consumers.
We need laws to know what our human rights are.
Everyone has an obligation to behave in society. Laws set out what these obligations are.
Laws allow different areas in the UK to express their own culture and history. The UK has its own legal system compared to the rest of the world.
Property laws are required to allow us to own things.
Laws are required to protect our values.
Laws are required to oversee the development of technology, so that we remain safe.
Laws are required to protect our privacy (e.g. data protection versus freedom of information).
Laws are required to change behaviour (e.g. to stop people smoking).
Laws may be required to reflect a change in public attitude (e.g. abortion, same-sex marriage legislation).



STRETCH Activity

What other reasons can you think of for why we need laws in our society? Give reasons for your view.

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Activity 3 – How rules and laws help solve social problems of fairness, justice and discrimination

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Laws are important, as they create an obligation on us – a way that we are meant to behave. We can't simply take other people's property without asking. This would be theft. The law is a set of rules which affect almost every aspect of our lives. It does this in several ways.



Look at the following functions of the law, and match them to each of the social problems. Which do you think is the most important? Why? Give reasons for your view.

- A) Laws set out required standards of behaviour.
- B) Laws place limits on us which allow us to live our lives.
- C) Laws set out what our human rights are.
- D) Laws provide a way of solving disputes when all else fails.
- E) Laws provide a system of punishments to deter crimes from being committed.

1) Addictive drug, alcohol and substance abuse, violence, burglary, theft and other things we wish to avoid occurring in our society. The law provides a system of punishments to deter such behaviour.

Why?

2) Laws indicate to people what is acceptable behaviour, and what is not. For example, it is unacceptable to take other people's property without their permission, unacceptable to go out in public without any clothes, to be drunk and disorderly in public place, or carry offensive weapons.

Why?

3) This is the case for one particular type of law, known as civil law. This includes commercial disputes between individuals and companies, and laws relating to divorce.

Why?

4) Laws place limits on what we are allowed to do. Some of these limits are obvious, such as resorting to violence against other people, or committing fraud, as it harms others. Others are more subtle. You may question the law about not making a public disturbance, but for people who have to work early the next day, such as postmen, a good law is important.

Why?

5) Our human rights are set out in the European Convention on Human Rights, and the Human Rights Act. Some human rights are obvious, such as the right to life, freedom of expression, and freedom from torture. Others we are still fighting to implement in the United Kingdom, such as the right to equal pay, and the right to equal opportunities for disabled individuals and others.

Why?



ETCH Activity

Can you think of any other functions the law may have?
How important are these functions?

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Activity 4 – Fundamental principles of the



Look at the following table, and match each principle to one of the statements. Rank them in order of importance. Compare your answers in groups, if possible.

	Matching statement	Ranking	
1) Judicial neutrality			
2) The rule of law			
3) Innocent until proven guilty			
4) The right to be tried by one's peers			
5) The right of appeal			
6) The right to be represented in court			
7) Due process			
8) Judicial independence			
9) Parliamentary sovereignty			
10) There is no one source of UK law			
11) If you're arrested, you should know what you are doing			
12) You should know your legal rights when arrested			
13) You have the right to see a solicitor at a police station			

- A) We have an uncodified constitution made up of many different sources.
- B) The idea that judges should be free of internal bias.
- C) The idea that judges should be free of external influence.
- D) The idea that all criminal cases will follow the same stages and procedures.
- E) Parliament is the only body that may change the law and our rights.
- F) Guilt cannot be proven in advance – there must be a fair trial.
- G) All institutions have to obey the law – even the government.
- H) You can challenge the decision of any court, up to the European Court of Human Rights.
- I) You have the legal right to a defence in court and a lawyer to represent you.
- J) Either magistrates or a jury will decide if you are innocent or guilty.
- K) You should know why you are being taken to a police station by the police.
- L) You should know what your legal situation is when being arrested.
- M) You have the right to legal representation when you reach the police station.



STRETCH Activity

Find an example of each statement where it has either been upheld or rejected.

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Activity 5 – Roles of the police and judiciary



In pairs, look at the following table. Decide which roles and powers belong to the judiciary, and if any belong to both. Then, discuss with another pair in the class, giving reasons for your views. Finally, check your answers with the teacher.

Power/Role	Police	Judiciary
1) Preventing a crime from occurring in the first place.		
2) Sentencing a criminal		
3) Interpreting the law		
4) Arresting a person		
5) Protecting the public		
6) Overseeing a legal case such as a trial		
7) Prosecuting a criminal to prove that they are guilty in court		
8) Defending a criminal to prove that they are innocent in court		
9) Maintaining public order		
10) Gathering evidence to see if someone is guilty of a crime		



STRETCH Activity

What examples of the powers of the police or the judiciary can you think of?



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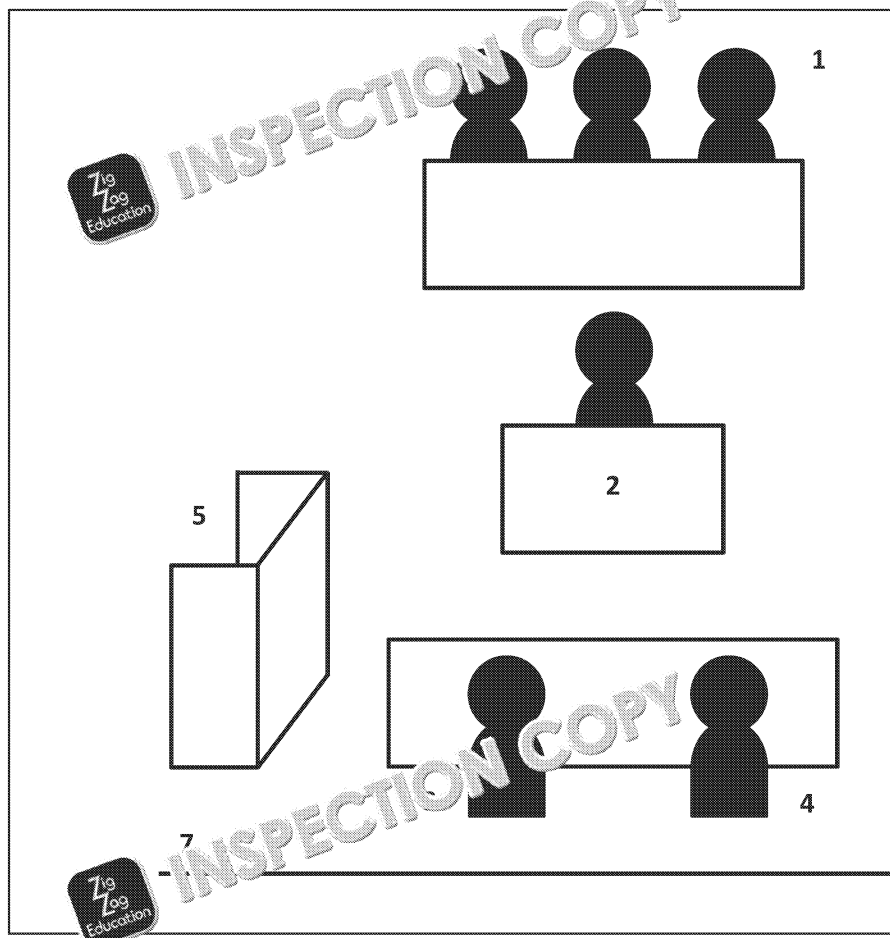
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Activity 6 – The operation of the legal system legal representatives – Courtroom diagram



Look at the following diagram. Match the numbers with the roles described in the questions.



- A. **Magistrates** – these are the people in charge of the court, and they decide what evidence can be heard. In the case of magistrates, they will give a ruling. Their responsibility is to be independent (free of external bias) and neutral (free of prejudice).
- B. **Police** – the police will be present to give evidence of how a person broke the law. They will provide an accurate account of what happened.
- C. **Prosecutor** – this is the chief lawyer whose job it is to prove a person is guilty. They will secure a conviction by providing the strongest possible accurate legal argument.
- D. **Defence** – this is the chief lawyer whose job it is to prove a person is innocent. They will provide the best independent defence, regardless of their personal feelings for the accused.
- E. **Court clerk** – these are the court officials who note down everything that is said in court. It is their job to keep an accurate record of what has happened and what is said in court.
- F. **Defendant** – this is the person or persons who have been accused of a crime. They must tell the truth, which they may be called to do under oath.
- G. **Public gallery** – this is the place where members of the public may view court proceedings. The press are allowed here as well. They have a responsibility not to interrupt court proceedings.

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1) Who is responsible for keeping order in court?

.....

2) Who must tell the truth in court?

.....

3) Who is responsible for writing down everything that is said in court?

.....

4) Who must be independent in their job in court?

.....

5) Who tries to prove a person is guilty in court?

.....



STRETCH Activity

Use the Internet to view proceedings in a real-life case, and discuss



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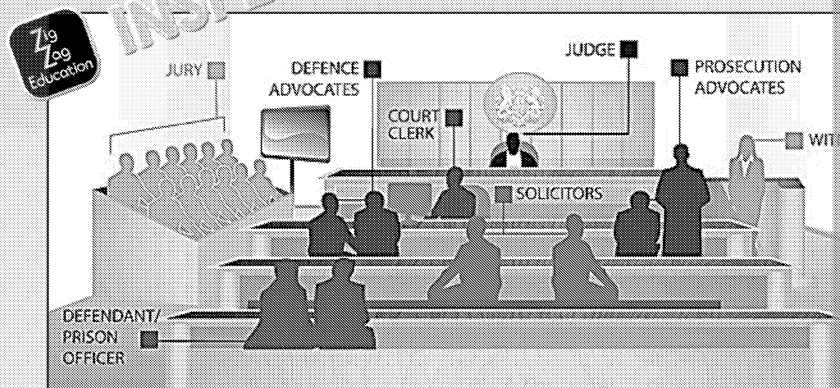
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Activity 7 – The operation of the legal system diagram 2

Jury – this is the 12 men and women who sit in a court and who will decide whether a person is innocent or guilty. They have a responsibility to decide whether a person is innocent or guilty in the case.

Special constables – these are volunteers who work as police officers part-time. They can also be asked to give evidence in court in a case. Their responsibility is like that of a police officer to report what happened.



Look at the layout of a criminal court. Compare it to the magistrates' court layout in the table below. What are the similarities? What are the differences?

Court	Included in a magistrates' court	Included in a criminal court	
Magistrates			
Judge			
Prosecuting solicitor			
Defence solicitor			
Defendant			
Prison officer			
Witness			
Jurors			
Police			
Court clerk			
Public gallery			

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STRETCH Activity

Research the layout of an employment tribunal. How does this differ from a magistrates' court or a criminal court? How are people's responsibilities different?

Activity 8 – How criminal courts work –



Look at the following flow chart, and answer the questions that follow.

Flow chart – the different courts for criminal cases in the UK

1) Magistrates' Court

Magistrates' courts are the lowest courts in the UK. All criminal cases start in Magistrates' courts. Magistrates' courts only finish dealing with minor criminal offences, such as minor shoplifting. Most criminal cases go to a higher court. As such, magistrates are made up of volunteer members of the public who receive training for their work. There are a few professional magistrates in most courts. Serious criminal cases to be passed to a higher court.

2) Crown Court

This is where criminal trials take place, under the supervision of a professional judge. A group of 12 people are selected to become the jury, and determine whether a person is guilty or not. A person can be acquitted (there was so little evidence there was no case to answer). Usually a unanimous verdict, but sometimes a judge will accept a majority verdict of 10 to 2.

3) High Court of Justice (King's Bench Division)

This court has a supervisory role over the lower courts. One judge usually sits in the High Court. Cases of common law, where the law in a criminal case may be unclear and needs to be clarified, are heard here. Cases required by a higher court to be heard here.

4) Court of Appeal (Criminal Division)

This is the first main level of appeal in the UK, as the name suggests. The Court of Appeal is where a sentence may be challenged for either being too lenient or too severe. A case may be in doubt. Usually three appeal court judges will hear a case.

5) UK Supreme Court of the United Kingdom

This is the final court of appeal in the United Kingdom. It is made up of 12 judges who have security of tenure – they stay in their posts until they retire at 70. Cases are heard on points of common law, which will set a precedent and become part of the law.

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1) What is the lowest court in the UK?

.....

2) What is the highest court in the UK?

.....

3) Which court has a jury of 12 people as part of its process?

.....

4) Which court uses volunteers to oversee its proceedings?

.....

5) Which is the lowest court which hears appeals?

.....

6) Which court deals with important constitutional questions?

.....



STRETCH Activity

Research the European Court of Human Rights, and how people in the UK.



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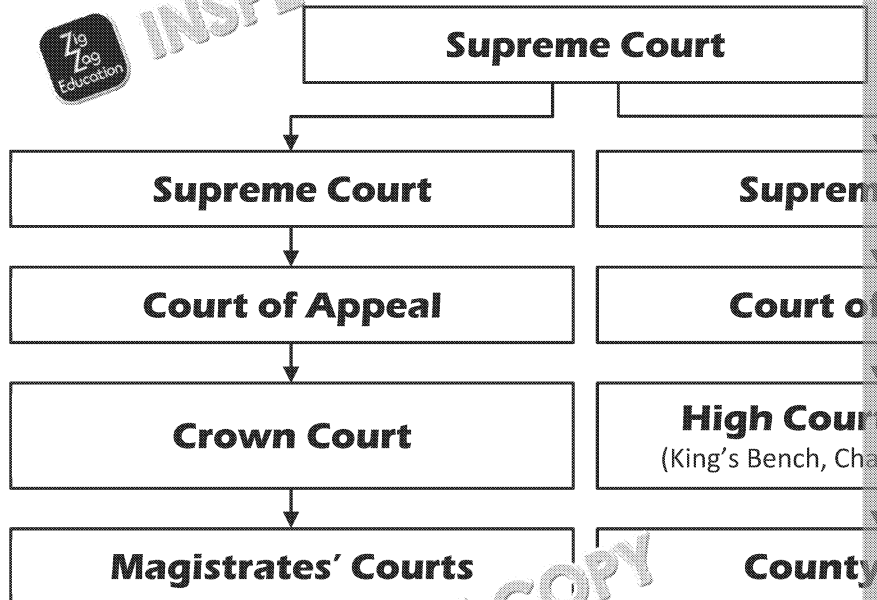


Activity 9 – How civil courts work – county court – Flow chart 2

Civil law refers to disagreements between individuals. The civil courts are there to deal with cases in civil law.



Look at the flow chart and answer the questions on the following page.



1. a) County Court:

Most civil cases start in the county court, which is overseen by one judge. It is where a person can petition the court for small sums of money from an individual. This can result in a county court judgment (CCJ), where the person is forced to pay it by the court.

b) Family Court:

Cases involving child custody and divorce go to the family court. This handles cases involving children. For example, the court can order its proceedings are held in private for children who are at risk in custody battles.

2) High Courts of Justice – Chancery and Family Divisions:

The high courts deal with specialist areas, such as probate, trust law, business law, and the chancery division. The family division deals with some probate cases, divorce, and child custody. One or three judges usually sit in a high court case.

3) Court of Appeal:

As with criminal law (see Activities 7 and 8) the Court of Appeal is the first court of appeal made against decisions made by a lower court. For example, a person in a divorce case may have been treated unfairly or new evidence may have come to light. Three judges usually sit in the Court of Appeal.

4) Supreme Court of the United Kingdom:

As with criminal law again, the UK Supreme Court is the final Court of Appeal in the United Kingdom. The court is made up of 12 Supreme Court justices, and three usually sit in a case. Recently heard a number of cases concerning divorces in the United Kingdom and law relating to divorce.

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Questions:

1) Where do most civil cases start in the UK?

.....

2) What does the chancery division of the high court deal with?

.....

.....

.....



3) What does the family division of the high court deal with?

.....

.....

.....

4) What are the two similarities between civil and criminal law when it comes to

.....

.....

.....



STRETCH Activity

Research the European Court of Justice, which oversees common law which still applies to the UK until we leave the EUs.

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Activity 10 – Tribunals and other means of dispute resolution

What is a tribunal?

A tribunal operates similarly to a court in the UK, within a specialised area. There are many types of tribunal, which cover areas such as planning disputes. The most common for employment is an employment tribunal. Employment tribunals exist to resolve differences between employers and employees. For example, a female employee may feel she is being discriminated against by consistently receiving a lower pay rise than her male counterparts. She may, then, take her case to an employment tribunal, and seek compensation. If she feels she can no longer work for her employer, she may also seek a constructive dismissal.

However, employment tribunals cost thousands of pounds to bring a case, and the chances of winning are slim. For this reason, not everyone who has a good case chooses to bring it to a tribunal.

What is mediation?

Mediation is an alternative to going to a legal court. Instead, the two parties take part in mediation as a quicker, cheaper alternative. The two sides will sit down with a mediator to discuss their differences. Mediation can sometimes be binding, which means that both parties must accept the result of the mediation process. Mediation is increasingly used in couples divorcing, particularly those with more financial assets after the divorce.

What are sharia courts?

Sharia courts are informal courts that are not part of the UK legal system. However, some Muslims use them as a way of solving disputes, using Islamic sharia law as a basis of legal decisions. Supporters of sharia courts say they are a good alternative to expensive legal proceedings and are more in line with Muslim culture. Opponents of sharia courts say that they have no formal legal status and that they are often sexist – favouring men over women in many cases, for example in divorce proceedings.



Look at the three case studies above, and answer the following questions.

- 1) Which of the above is used by some Muslims?
.....
- 2) Which of the above is increasingly used by couples divorcing?
.....
- 3) Which of the above is used by employees who have a legal problem with their employer?
.....
- 4) Which of the above involves the two sides using a lawyer to solve their differences?
.....

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STRETCH Activity

Pick one of the case studies above, and produce a short PowerPoint presentation about it.



Activity 11 – Rights and legal entitlements differing ages



In pairs, read the following questions, and answer by stating the age you think is correct. Then, compare your answers in groups, and then as a class.

Question
1) At what age can you join the army?
2) At what age can you drink alcohol?
3) At what age can you go into a bar and order soft drinks?
4) At what age can you learn to drive?
5) At what age can you get a full-time job?
6) At what age can you get married with your parents' consent?
7) At what age can you get married without your parents' consent?
8) At what age can you run for Parliament?
9) At what age can you rent an adult film?
10) At what age can you have sex?
11) At what age can you become a blood donor?
12) At what age can you adopt a child?
13) At what age can you make a will?
14) At what age can you have a tattoo?
15) At what age can you apply for your own passport?
16) At what age do you become responsible for wearing your own seat belt?
17) At what age can you be held in a remand centre before a criminal trial?
18) At what age do you get your own National Insurance number?
19) At what age can you be sent to jail?
20) At what age can you vote?



STRETCH Activity

In groups, decide which ages you would change. Are any of the young people, or are some too restrictive? Give reasons for your changes.

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Activity 12 – How civil law differs from

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Civil law includes all law which is not criminal law in the United Kingdom. This includes disputes between individuals and/or institutions, particularly companies. It includes the EU, commercial law is overseen by the European Court of Justice in Brussels.

Civil law includes other areas such as family law and child custody and divorce. Therefore, as follows:

- 1) **To create a system of law relating to property ownership** (but not crimes and under criminal law).
This includes the system of law which allows inheritance (probate law for when someone dies), so companies can be set up, run, owned, and bought and sold. It also allows property in the form of housing to be owned, partially owned, rented, etc.
- 2) **To oversee the system of marriage and civil partnerships in the UK:**
This includes the difference between a marriage and a civil partnership, also separation, custody and adoption in the United Kingdom.
- 3) **Contract law:**
This includes laws on the provision of goods and services, to ensure all goods and services provided in the UK are of a reasonable standard. It also includes employment law and employment tribunals (see Activity 14).

A different burden of proof:

In criminal cases, a person will only be found guilty if it can be proved they committed the crime beyond reasonable doubt. However, the burden of proof is different in civil cases. Instead, where an action can be shown to have occurred 'on the balance of probabilities' the burden of proof is considerably lower in civil law than it is in criminal law.



Read the article and answer the following questions:

- 1) What is civil law?

.....

.....

- 2) What are the three functions of civil law?

.....

.....

.....

- 3) What is different about the burden of proof between civil law and criminal law?

.....

.....



STRETCH Activity

Research what the difference between a marriage and a civil partnership is.

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Activity 13 – How criminal law differs from civil law

Criminal law includes laws that have been passed by Parliament which relate to different ways in which these laws try to function, and several different principles.

Functions

Criminal law tries to act in the following ways:

- 1) To prevent further crime from occurring, either by providing a deterrent to them in custody (i.e. prison) so that they do not commit further crimes.
- 2) Punishment – by ensuring those who commit crimes are punished for their actions.
- 3) Rehabilitation – to ensure that a criminal who has committed a crime does not re-offend. For example, a person to a young offender institution to change their behaviour, or counselling and medical therapy for someone addicted to illegal drugs.

Principles

Criminal law in the UK is based on the following principles:

- **Habeas corpus** – literally ‘show me the body’
For a person to be found guilty, there must be substantial evidence against them. In the case of murder, there should usually be a body present, with evidence against the person who committed the murder.
- **Mens rea** – a guilty mind
Whether or not a person deliberately tried to do something may affect what they are charged with. A person who has killed someone in a crime of passion is guilty of manslaughter, but a person who coldly planned the killing is guilty of murder. Similarly, a person who has tried to commit a crime on the Internet may not have actually committed the act – but the intention to do so can be charged.
- **Liability**
A person may not have deliberately set out to commit a crime, but still may be found liable for negligence. In mid-2017, following the Grenfell Tower fire, there were calls for those involved to be charged with corporate manslaughter, on the grounds they had acted negligently, which had contributed to the high loss of life in the fire.



Read the article above, and answer the following questions:

- 1) What are the three functions of criminal law in the UK?

1.
2.
3.

- 2) Why is evidence so important when charging someone with a crime?

.....

.....

.....

.....

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3) What does the phrase 'guilty mind' mean?

.....

.....

.....

.....

4) What does 'liability' mean?

.....

.....

.....

.....



STRETCH Activity

Use the Internet to research what other principles underpin criminal law.



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Activity 14 – How the legal systems differ



Read each statement, and decide which area of the UK it applies to (England, Northern Ireland or all of the UK). Then, explain how the statement applies to the area chosen. Give reasons for your views as an extension activity.



Statement	Area	
1) This area of the UK has its own legal system.		
2) Abortion is more restricted in this part of the UK than other areas until 2019.		
3) This area of the UK used to be a separate country, and thus has its own historical legal system.		
4) Gay marriage was legalised most recently in this part of the UK.		
5) You have to be 18 to vote in general elections in this area.		
6) House buying is simpler in this part of the UK.		



ETCH Activity

For each statement, explain in one sentence why it is true of the area chosen. What historical and political reasons led to the current situation?

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Activity 15 – Part 3: How has the law developed and how does the law protect the citizen and deal with crime?



Look at the following events, and, using the Internet, match them up

1166
1200
1215 
1285
1346
1399
1536
1707
1956
197 
1998
2009

- 1) When did the highest Court
- 2) The UK Supreme to be indeper
- 3) Magna Carta that is the ba
- 4) The Act of Un England toge Scotland kept previously be
- 5) Judges begin hear legal cas
- 6) Judges had to they would n connected to
- 7) The Human R the European directly part
- 8) The Act of Un law would no
- 9) Crown Courts
- 10) Magistrates the UK.
- 11) A centralised was establish
- 12) The system o country to he



STRETCH Activity

Research the Constitutional Reform Act 2005. Write a short paragraph about this Act made to the judicial system in the UK.



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Activity 16 – Common law, legislation and



Read the article below and answer the following questions:

The main sources of law in the UK are as follows:

Primary legislation. This is the biggest source of law in the UK – laws that are passed by the whole of the UK. This is known as statute law. Primary legislation can also be passed by the Scottish Parliament (since 1997), the Northern Ireland Assembly (since 1998) and the Welsh Assembly (since 2011).

The vast majority of laws affecting the United Kingdom are passed through primary legislation.

Secondary legislation. These are laws based on existing primary legislation. Before 2011, the Welsh Assembly had only the power to pass secondary legislation. So, for example, planning guidance for just Wales, based on the primary legislation for planning for Wales, was passed by the Welsh Assembly. However, after a referendum in 2011, the Welsh Assembly was granted the power to make primary legislation.

Secondary legislation also includes what are known as Henry VIII clauses. These allow the government to change a law with a Henry VIII clause without consulting Parliament. They are controversial because parliamentary scrutiny does not occur when a change is made. In 2017, the government used Henry VIII clauses to pass legislation required for leaving the EU. However, opposition parties opposed this, saying this would give the government too much power.

Sometimes there is a gap in the law, which is discovered when a legal case is being heard. For example, a judge was hearing a case where a person had shot an airgun out of a window, and it fell onto a car. However, while there were clear laws on guns in the UK, there were no laws on airguns. The judge had to make a ruling, which would become part of our laws. This is known as common law.

Finally, in the past there have been many declarations that judges have made to clarify the law. These are known as judicial decisions and lawyers today refer to such legal cases when a case is being heard. This is known as case law.

- 1) What is the biggest source of law in the UK?

.....

- 2) What is secondary legislation?

.....

.....

- 3) What are Henry VIII clauses, and why are they controversial?

.....

.....

- 4) What is common law?

.....

.....

- 5) What is case law?

.....

.....

STRETCH Activity



Research Henry VIII clauses. Do you think it is right the government should use them to leave the EU? Give reasons for your views.

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Activity 17 – The history of trade unions



Look at the following dates. Using the Internet, match up the dates with events in the history of trade unions in the UK occurred.

1834
1838
1868
1871
1890s
1900
1926
1978–79
1984–85
1980s to 1990s

1) Formation of the Trades Union Congress
2) Formation of the National Union of Public Employees
3) Tolpuddle Martyrs case, leading to the formation of the first criminal trade union.
4) General Strike of 1926, which included the coal miners.
5) Decline in trade union membership from 1970s to 1990s, with one in three people in a trade union in 1970 to one in 10 in 1990.
6) Chartism. The first mass political movement in the UK.
7) Miners' strike of 1926, which led to the closure of many pits. It failed, and the industry was reorganised afterwards.
8) New Unionism, which kept out of politics and focused on their professional interests.
9) Winter of Discontent, which led to the defeat of the miners in 1984.
10) Trade Union Reform and Employment Rights Act 1993, which made unions legal to picket.

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STRETCH Activity

Pick a trade union, and research who it represents, whether it is how many members it has, and whether it goes on strike often.

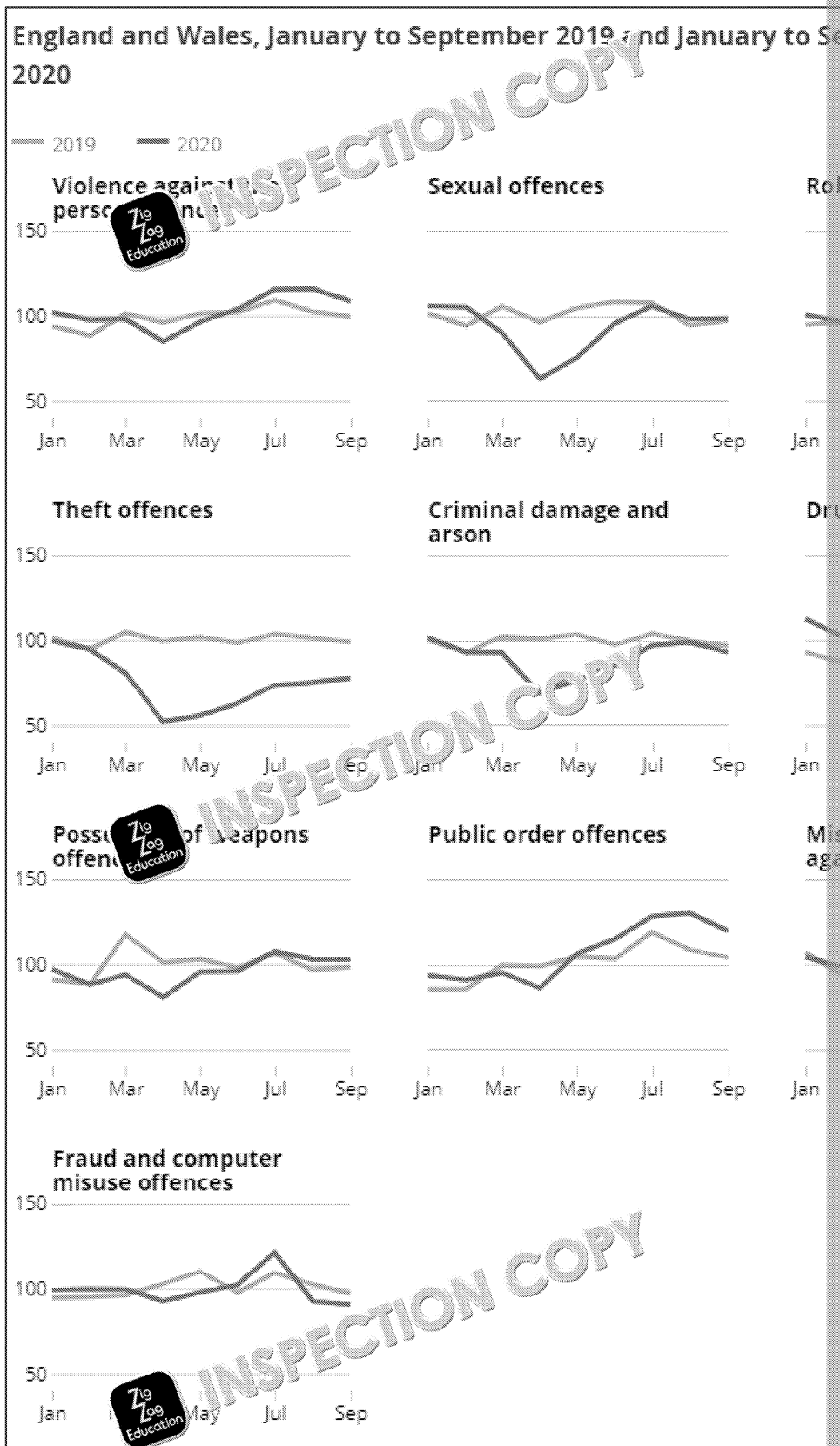
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Activity 18 – The profile of crime in England



Look at the graphs below, and answer the questions overleaf.



Source: Crime in England and Wales – Office

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Questions

- 1) Which area had the highest number of offences in one month in the first nine months of 2020?
.....
- 2) Which area had the lowest number of offences in one month in the first nine months of 2020?
.....
- 3) What do you think were the reasons for these figures changing so much in each month?
.....
.....
.....
.....
- 4) Overall, does it look like crime went up or down in 2020?
.....
.....
.....
.....
- 5) Which type of crime do you think should be the highest priority for the police? Give reasons for your view.
.....
.....
.....
.....



STRETCH Activity

View the latest crime statistics from ons.gov.uk. How have they changed since September 2020? Why do you think this is? Give reasons for your view.



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Activity 19 – Factors affecting crime rates



Look at the following reasons why crime may occur. In pairs, rank them. Then compare your findings as groups, and then as a class. Give reasons for your ranking.

Factor	Ranking	
The breakdown of family life in the UK, and too many single mothers		
Crime detection is getting better		
The definition of what a crime is has changed		
Jail sentences are too soft		
The role of the media		
Boredom among teenagers		
Drinking and drug use		
Immigration		
Changes to police funding		
The growth of the Internet leading to new types of crime (e.g. cybercrime)		

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Activity 20 – How we deal with those who



Look at the following table. Match each crime with the list of sentence you think each maximum sentence is appropriate or not. Finally, in pairs, discuss which one you think is best and most appropriate to worst and most in

Crime	Sentence	Appropriate
1) Murder		
2) Unlawfully carrying a dangerous weapon (e.g. knife)		
3) Employment of illegal immigrants		
4) Failing to keep dangerous dogs under control, resulting in injury		
5) Burglary		
6) Failing to stop or report a road accident		
7) Rape		
8) Child prostitution		
9) Racially aggravated public order offence		
10) Cruelty to children		

- A) Six months' imprisonment and/or £5,000 fine
- B) £10,000 fine
- C) Two years
- D) Four years
- E) Five years
- F) 10 years
- G) 14 years (applies to two answers)
- H) Life (applies to two answers)



STRETCH Activity

Compare your answers in groups of five. Give reasons for your views.



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Activity 21 – Strategies to reduce crime – designing your own strategy



Look at the following suggestions for dealing with crime. Rank each idea as most effective, and why. Then compare your answers in pairs or groups and discuss your views.

Strategy	Ranking	
Legalising all illegal activities.		
Three strikes and you're out – you commit three crimes and you go to jail.		
'Life means life' sentences – no chance of parole.		
Capital punishment for murder.		
Drug users should be treated as having a health addiction, not as criminals.		
Cutting off the hands of thieves.		
More community sentences, and fewer people going to prison.		
Zero tolerance policing – prosecute everyone for any crime, no matter how minor (e.g. littering).		
Restorative justice, where criminals have to meet the people they committed crimes against.		
Greater police numbers, especially more local police patrols.		



STRETCH AND THINK

State in writing which strategy you think your strategy will be most effective in reducing crime (e.g. more police, etc.).

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Activity 22 – How the youth justice system

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A youth court is a special type of magistrates' court designed to deal with the trial of young people. Since 1998, children aged 10 or over have been judged to know the difference between right and wrong and, therefore, can be tried if they have committed a crime. However, because of the special courts exist to deal with youth offences.

In some cases, a child may be tried in an adult court. This is the case for serious crimes where the sentence they would receive is more than 14 years. An example of this is the case of the four boys who were tried in 1993 in the Crown Court.

The following special rules apply to youth courts. Firstly, the defendant, if under 16, must be accompanied by a parent. Secondly, the parents must attend court if the accused is under 16, and under 18. Next, video conferencing may be used. This is also the case in adult court to allow witnesses to give evidence, to make sure they do not come into direct contact with other people in the case who may cause them harm or distress.

Finally, a specialist judge and specialist lawyers, with experience of child cases, work in youth court. A youth court has the power to impose different sentences on a child who is found guilty of a crime. For example, rather than sending them to jail where they meet other adult criminals, if a child breaks the law, instead they may be sent to a special young offender institution, for young offenders below the age of 18.



Read the article and answer the following questions:

- 1) At what age does the law judge a child to know the difference between right and wrong?
.....
- 2) Can children still be tried in an adult court in any circumstances?
.....
- 3) When do parents of the defendant have to attend court?
.....
- 4) When is video conferencing used?
.....
- 5) What is a young offender institution?
.....



STRETCH Activity

Why do you think the court system for young people and children is different from the adult system? Give reasons for your views.

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Activity 23 – Debate about the purpose of sentencing and the effectiveness of differing types of sentence

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- **Motion** – this is a statement to be discussed. For example: ‘This house believes that funding for the police should be reversed.’
- **Chair** – this is the person who controls the debate, inviting people to speak and ensuring that the debate runs smoothly.
- **Proposer** – this is the person who proposes the motion. They usually speak first in the debate.
- **Opposer** – this is the person who opposes the motion. They usually speak second in the debate.
- **Seconders** – each side has a seconder, who will speak for up to three minutes after the motion goes third in the debate, and the seconder opposing the motion will speak fourth. They should be quick on their feet, responding to points the proposer and opposer have made.
- **Amendments** – these change the original motion. For example, an amendment to the motion above could be to add the words ‘only for nurses and firefighters’.
- **Speeches from the floor** – after the proposer, opposer, and seconders have made their contributions, anyone can speak from the floor, where anyone can speak.
- **Interventions** – when a speaker is speaking, a person may ask for a short intervention, to ask a question or make a brief point. Note that the speaker doesn’t have to give an answer.

At the end of the debate, the amendments are voted on in order. The motion (or the amended motion) is then voted on.



Hold a debate on one of the following motions:

‘This house believes that restorative justice, where criminals have to meet their victims and apologise to them, is a better way of dealing with crime than the current place in the UK criminal justice system.’

OR

‘This house believes it is high time that capital punishment is reintroduced for the most serious crimes.’

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Activity 24 – What human rights exist?

There are three main documents that govern human rights in the UK. These are the Human Rights Act, the Universal Declaration of Human Rights, and the EU Charter of Fundamental Rights.



Look at the following list. Use the Internet to find out which are just in the Human Rights (UDHR), and which are also in the European Convention on Human Rights (ECHR).

	UDHR
Right to equality	
Freedom of expression	
Freedom from discrimination	
Right to life	
Right to liberty and personal security	
Freedom from slavery	
Freedom from torture	
Right to recognition as a person before the law	
Right to equality before the law	
Innocent until proven guilty	
Freedom from arbitrary arrest and exile	
Right to fair public hearing	
Right to privacy	
Right to a family	
Freedom of movement	
Right to asylum	
Right to have a nationality	
Freedom to marry and have a family	
Right to own property	
Freedom of thought and religion	
Freedom of information	
Freedom of assembly	
Participation in elections	
Right to social security	
Right to work	
Right to join a trade union	
Right to rest and leisure	
Right to an adequate standard of living	
Freedom from state interference	
Right to a social order	
Right to an education	



Suggested websites to search:
<http://www.un.org/en/documents/declaration-human-rights/>,
http://www.echr.coe.int/Documents/Convention_ENG.pdf



STRETCH Activity

When and where can governments justify, restrict or reduce rights? Which rights would you add? Which would you scrap? Give reasons for your views.

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Activity 25 – The United Nations Convention on the Rights of the Child

The UN Convention on the Rights of the Child was created in 1989. It governs every child in the world and includes the following rights:

- 1) The right to a primary and secondary education.
- 2) Access to food, water, a safe place to live and clothing.
- 3) Access to healthcare.
- 4) Freedom of expression, including the right to play.
- 5) Access to information that affects your life.

In total, there are 54 articles which govern the rights of children. UNICEF has agreed on five principles which are the most important:

- **Non-discrimination (article 2):** the Convention applies to all children whatever their religion, language, abilities, whatever they think or say, no matter what their circumstances. For example a child in care has the same rights as a child who lives with his/her parents.
- **Best interests of the child (article 3):** a child's best interests must be a top priority in all actions that affect children. All adults should do what is best for children and their decisions will affect children. Determining what is in children's best interests must take account children's own views and feelings.
- **Right to life, survival and development (article 6):** children have the right to life. All adults should do all they can to ensure that children survive and develop to their fullest potential. Survival guarantees the most basic needs such as nutrition, shelter or access to healthcare. Development – physical, emotional, educational, social and spiritual – is also a priority. The Convention, for example the right to education, access to information and the right to play.
- **Right to be heard (article 12):** every child has the right to express their views on matters affecting them, and to have their views considered and taken seriously. Recognising children as actors in their own lives and applies at all times, this means that when adults make decisions about a child's life, the child should be consulted and their views and feelings and adults' decisions need to take these into account. The Convention states that the degree of a child's participation in decisions must be appropriate to the child's age and maturity.

Source – <http://www.unicef.org.uk/UNICEFs-Work/>



Look at the list above, and the statements below. Which statements do you agree with? Rank them in order of importance, and give reasons for your views. Do you think these are the most important principles? What other things do you agree with?

'Nothing is more important than the right to the life of a child, as there are no circumstances in which the death penalty could apply.' – Jacob, London.

.....

.....

.....

.....

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'In today's increasingly complex world, the right to be heard is becoming more and more important.'
– Yasmin, Bradford.

'We need to be careful about access to information that affects your life, as there can be withheld from children.'
– Patrick, Londonderry.

'Over 100,000 children are homeless in the UK and don't have a safe permanent home.'
many.' – Lisa, Glasgow.

'Children don't need rights, they should respect their parents and do what they see fit.'



STRETCH Activity

UNICEF has left off the right to play as one of its key principles. What should be added? What else could be added? Give reasons for your view.

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Activity 26 – How international humanitarian law establish the rule of law

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What are the Geneva Conventions?

The Geneva Conventions comprise four rules that were agreed by countries internationally to prevent the atrocities of World War II from ever happening again. They are based on principles that date back to 1864.

Three additional rules, known as protocols, were added to further protect people. The first and second were agreed in 1964 and the third in 2005.

The Geneva Conventions and the protocols include the following rules:

- 1) Protection for enemy soldiers captured or wounded in battles. This includes ensuring reasonable living conditions while they are being held by an opposing side. Torture of prisoners of war was banned.
- 2) Special protection for the Red Cross, and their international counterparts, the Red Crescent and the Red Shield, in the rescue and treatment of the injured, and the recovery of the dead.
- 3) Special protection for ambulances, field hospitals, hospital ships and other medical facilities. They must not be targeted by either side during combat or a war.
- 4) All sides should rescue – or attempt to rescue – anyone at sea who is in danger during the conflict.
- 5) Protection for any wounded or sick civilians that are caught up in the conflict, including those accompanying the military.
- 6) Prisoners have the right to communicate with family relatives and receive care.
- 7) Special protection from children caught up in conflict.
- 8) A ban on terrorism, slavery and the taking of hostages.
- 9) A ban on punishing people in groups for individual crimes, or treating them as a whole.
- 10) The Red Cross, Red Crescent and the Red Shield have a right to visit prisoners of war and ensure they are being treated properly.



Use the information above and answer the following questions:

- 1) When were the Geneva Conventions set up?
.....
- 2) Name three things that are specifically banned under the Geneva Conventions.
.....
.....
.....
- 3) Is there any protection for children in the Geneva Conventions?
.....
- 4) Who is responsible for inspecting the conditions prisoners of war are held in?
.....
- 5) Do prisoners have the right to communicate under the Geneva Conventions?
.....

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6) Do the Geneva Conventions cover people who are shipwrecked?

.....

7) Are ambulances protected under the Geneva Conventions?

.....

8) Are civilians who accompany an army protected by the Geneva Conventions?

.....



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ETCH Activity

Which of the 10 rules listed under the Geneva Conventions do you think are most important? Why? Give reasons for your views.



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Activity 27 – The roles and responsibilities of the legal system



Look at the following roles in our legal and political system. What responsibilities do you think they have? Fill in the table of what roles you think they have from the following list. Fill in the table of what roles you think they have responsibilities from the second list.

Role	Responsibilities
1) To decide guilt or innocence in minor criminal cases that come before a Magistrate's court, and to decide a sentence in such cases.	1) To tell the public about the law.
2) To decide guilt or innocence in a major criminal case that has come before a Crown Court or a criminal court.	2) To decide if someone is guilty of a crime.
3) To oversee proceedings in a Crown Court or a criminal court.	3) To observe and report on the trial process.
4) To arrest people who break the law.	4) To try and prevent crime.
5) To determine police and crime policy in a local area, after being elected to do so.	5) To try and catch criminals.
6) To campaign on behalf of an organisation to achieve a particular goal or the aims of a particular section of society.	5) To uphold the law.
7) To support paid police officers by acting as a volunteer police officer outside of your normal job.	
8) To see that justice is carried out.	

Role	Responsibilities
A) Juror	
B) Witness	
C) Magistrate	
D) Judge	
E) Victim of crime	
F) Special constable	
G) Police commissioner	
H) Member of a pressure group	
I) Police officer	



STRETCH Activity

What other roles and responsibilities can you think of for each of the roles listed above?

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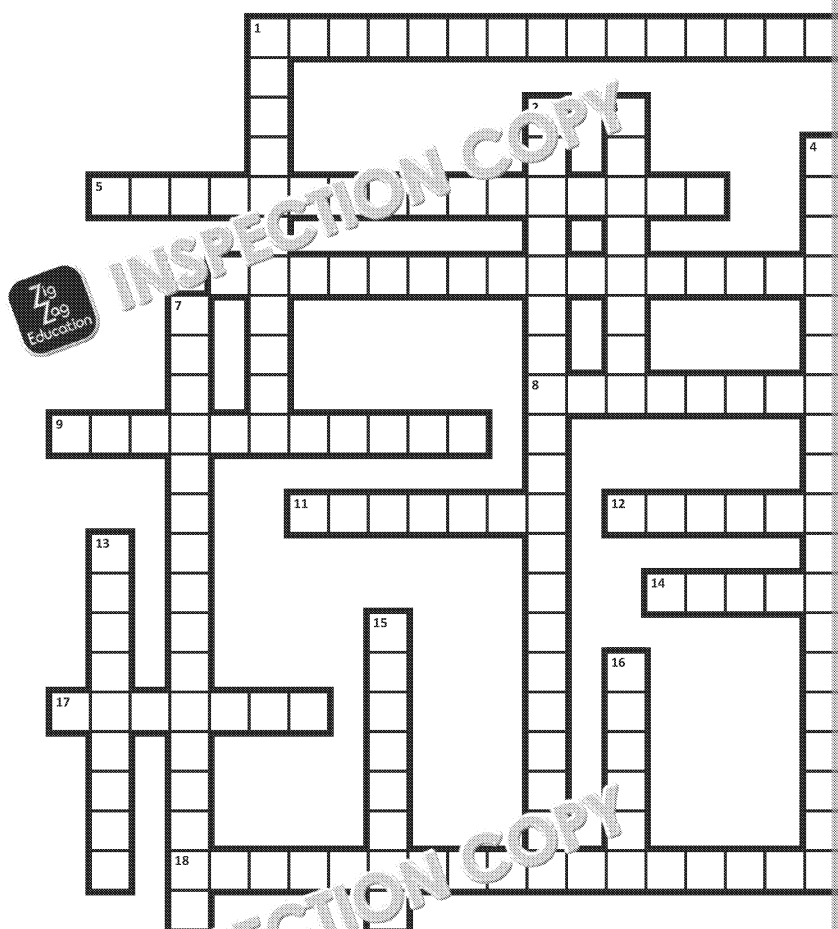
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Activity 28 – Crossword on the end



Complete the crossword.



- 1 Law that has been directly made by a Parliament or an Assembly (7,11)
- 5 Crime committed which is against an institution where there is usually no one victim (5,6,5)
- 6 The idea that judges should be free from internal bias (8,10)
- 8 The idea that we should obey all the rules made by Parliament (4,2,3)
- 9 Laws that are part of the criminal code (8,3)
- 11 The lawyer responsible for trying to prove a person was innocent of a crime (7)
- 12 Judge declared law (6,3)
- 14 The person in charge of a court (5)
- 17 Law that has been developed from previous examples which have been used (4,3)
- 18 The state or action of people for committing a crime

- 1 The lawyer responsible for trying to prove a person was guilty of a crime
- 2 Law that is based on the decisions of a Parliament or an Assembly
- 3 Used to decide whether a law is broken (8)
- 4 The idea that judges should be free from influence (8,11)
- 7 A sentence from a judge that is not voluntary work in a court
- 10 Religious courts used to resolve their differences (6,5)
- 11 An alternative to a court that is used to resolve their differences
- 15 Laws that govern the decisions of a court (5,3)
- 16 The 12 members of a court who decide on innocence or guilt for a crime

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STRETCH Activity

Design your own crossword in a group, and then challenge another group to solve each other's crossword.

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