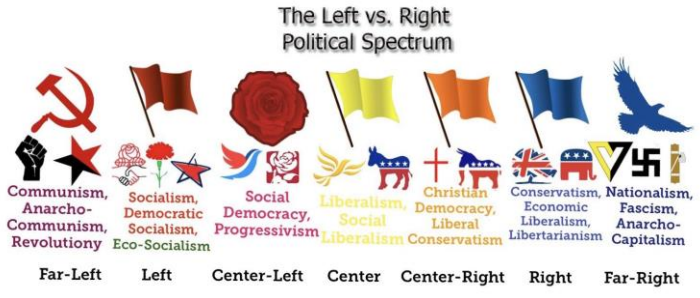


Who was Judas?
Rowan Williams Was the betrayer of Jesus an evil man – or did God make him do it?

Jonathan Ross How Marvel's team of oddballs remade the comics industry

Peter Osborne on Tony Blair Inc Owen Jones on Generation Y

NewStatesman
Free thinking since 1913 20-26 March 2015/£3.95



Politics A-Level

Hammersmith Academy

Mr Glavanis



Week 1/2: Analysing information

Question: should 16 year olds be allowed to vote in national elections?

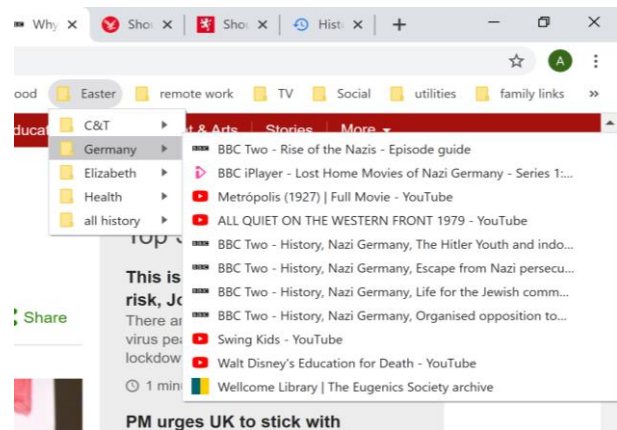


- Step 1: consider if you have an opinion on this already
- Step 2: what are the arguments for and against? Create a big table of for and against to record your notes
- Step 3: time to research – online resources below
- Step 4: plan – now that you have the arguments for and against, what do you think? Consider the argument from both sides. What is the ‘strongest’ argument? Start to plan for both sides of the argument
- Step 5: is there an opportunity to say X is the strongest argument ‘even if’. To make any argument stronger, you always acknowledge its weakness but argue why ‘over-all’ it is still the right answer.

For example: While it is true that some 16 year olds are immature and would be silly with their vote that doesn’t mean those who would be mature shouldn’t be able to vote. *(Now explain why that is more important).*

Tips:

- When you find a good website save it in a folder *(see my history example)*
- Don’t write everything – you are making notes. Summarise the information, don’t copy it. Put it into your own words.
- Is the website trust worthy or will you believe the YouTube couch warrior?
- Always consider the for and against – they are not separate. Which arguments for and against balance one another?



Links: these are only suggested links. You are encouraged to find more on your own!

- <https://www.bbc.co.uk/news/newsbeat-50207481>
- <https://www.independent.co.uk/news/uk/politics/should-the-voting-age-be-lowered-to-16-a8882731.html>
- <https://www.dailyrecord.co.uk/news/politics/should-16-17-year-olds-20833234>
- <https://www.kqed.org/education/531208/should-16-year-olds-be-allowed-to-vote-2>
- <https://www.theguardian.com/politics/blog/2015/nov/19/should-16-year-olds-be-allowed-to-vote>

Week 3/4: how are laws made?

How are our laws actually made? What is the process from idea to it becoming a law that the police and courts enforce? What is the input, the advice? Is there a process for it to be reviewed? What is the role of each body within our system and why is it like this?

Step 1: map out the process from start to finish of an idea becoming law

Step 2: annotate your process map with all the different bodies that are involved and why they are involved

Step 3: identify in your process map how our laws are being 'scrutinised' and being reviewed so that they are being improved and not any law can be passed

Step 4: write down any thoughts you have now that you see what steps it takes for an idea to become law

- Is it easy or complicated?
- Should it be easier or harder?
- What happens when we're in an emergency like Covid-19 or terrorism?
- How do we stop extreme ideas becoming laws?



Links: these are only suggested links. You are encouraged to find more on your own!

<http://simplepolitics.co.uk/questions-and-answers/how-laws-are-made>

<https://www.parliament.uk/about/how/laws/>

<https://www.gov.uk/guidance/legislative-process-taking-a-bill-through-parliament>