

This week in Year 9 Citizenship we will take a closer look at international law.

First of all, look back at the work you did last week. On the next two slides there are Wagolls which will help you to annotate your work with further ideas.

In the following slides there are a number of links. In case they don't work, full URLs are given below:

- International Criminal Court (Task 1): <https://tinyurl.com/s8m7vsz>
- BBC coverage of the ICC (Extension): <https://tinyurl.com/ybg5p6dk>

Don't forget, you can also use your Q4K to support you in your work.

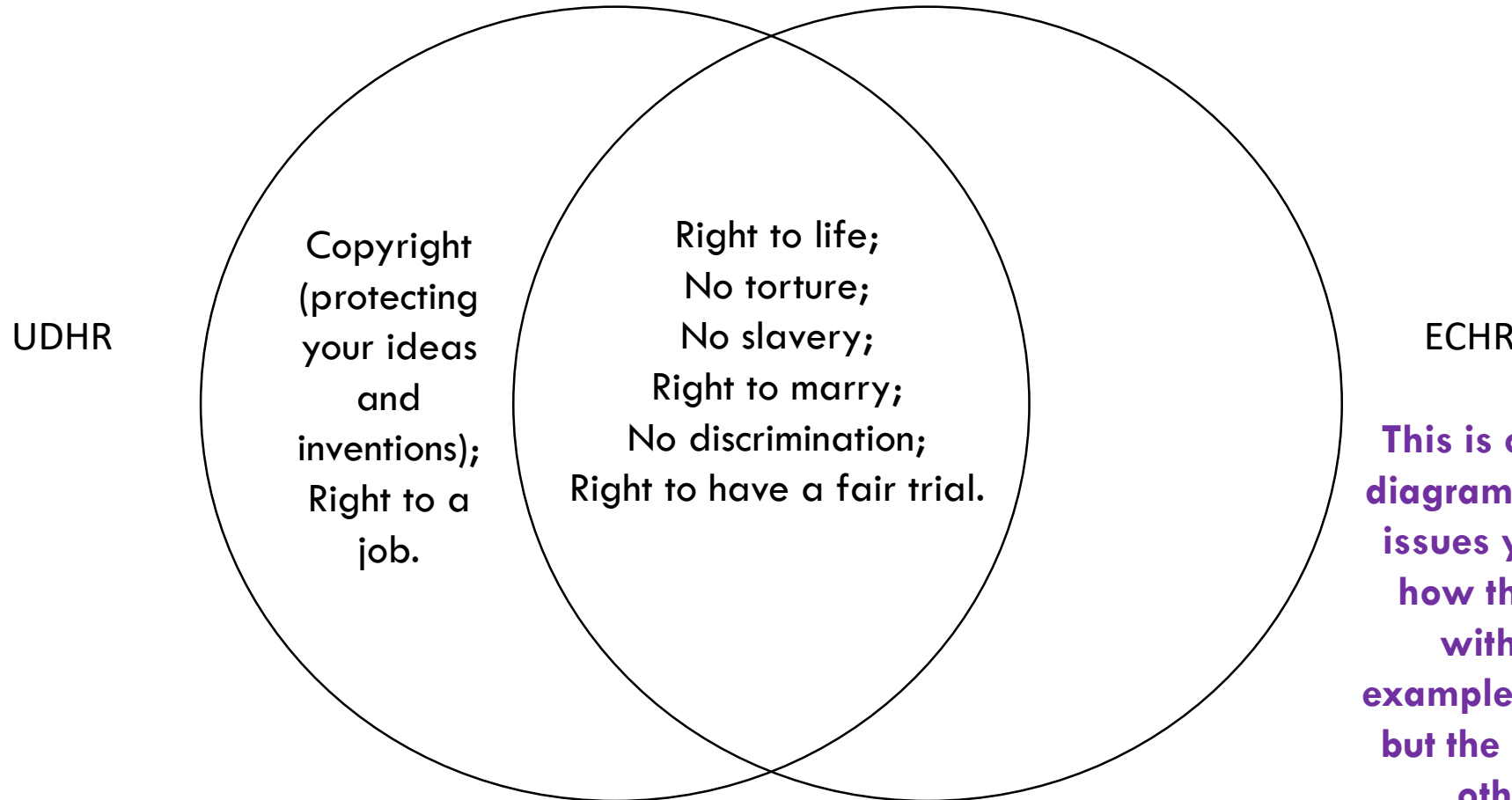
Complete the activities on the following slides. Where possible, use lined paper and a biro to complete your answers in the first instance.

Please date your work and title with "Citizenship Year 9 Week Three" – this will help you to keep your work organised!



Last week's questions – What a Good One Looks Like

Complete a Venn diagram. On one side, put those rights that are only in the UDHR. On the other, put the rights that are only in the ECHR. In the middle, put the rights that are in both. You should see that there is some very important overlap. We can call this overlap an example of 'shared values'.



This is one possible Venn diagram, depending on the issues you picked. Notice how the ECHR overlaps with the UDHR (an example of shared values), but the UNDR also covers other issues, too.



Last week's question – Identify and explain two rights outlined in the UDHR. Use Source A to help you - What a Good One Looks Like



WHAT IS IT DESIGNED TO DO?

The UDHR is a milestone document. For the first time, the world had a globally agreed document that marked out all humans as being free and equal, regardless of sex, colour, creed, religion or other characteristics.

The 30 rights and freedoms set out in the UDHR include the right to be **free from torture**, the right to **freedom of expression**, the right to **education** and the right to **seek asylum**. It includes civil and political rights, such as the rights to **life, liberty** and **privacy**. It also includes economic, social and cultural rights, such as the rights to **social security, health and adequate housing**.

One right set out in the UDHR is the right to education. This means that basic education, at least, should be free and everyone should have to complete it.

Another right set out is the right to seek asylum. This means that people have a right to be seen as a refugee in another country, if they are facing persecution in their own.

Two rights have been identified

In the second part of the answers, the two identified rights are being explained.

International Law

In our studies so far, we have looked at the idea of law. First, let's recap what we already know.

The Rule of Law is one of our fundamental British Values. Laws in the United Kingdom (UK) are made and applied (put into practice) through the separation of powers (different bodies doing different things). Ideas for laws are normally put forward by the Executive (the government). Laws are then made by the Legislature (Parliament). Laws are finally put into place by the Judiciary (courts and judges). This is how the law works in the UK, and because it is a process that happens in a single nation, we can call this national law.

As we will look at today, National law (the law within countries) is not the only kind of law in the world. There is also International law (the law between different countries).

Lots of International law comes from treaties and agreements between countries. We have come across these ideas before in other subjects. For example, in History in Cycle One/Two, we learned that the Treaty of London, protecting Belgium as a country, was the reason why Britain joined the First World War. More recently, in 2016, the Paris Agreements, negotiated under the United Nations (UN), sought to control global warming and therefore limit climate change.

So, we now know that there are international laws, just like there are national laws. Similarly, there are also international courts, just like we have courts in the UK, to make sure laws are followed. For example, the International Court of Justice (ICJ) (sometimes called the World Court), is part of the UN, and can settle disputes and disagreements between countries. Another example is the International Criminal Court (ICC), which was set up to tackle crimes like genocide. This links in with your History studies in Cycle Three/Four, where we study the Holocaust, which was an example of the crime of genocide.

Enforcing International Law

So far then, international law looks and feels quite like national law. There are rules that countries need to follow (often from treaties or agreements), just like there are rules citizens need to follow in their own countries. Furthermore, if these rules get broken, there are international courts to deal with that, just like we have courts in the UK.

However, there is a complication. On the one hand, we are saying that countries need to follow international rules, or laws. On the other hand, it is accepted that countries should normally be in charge of themselves. We call this idea national sovereignty – countries making their own decisions. In the UK, Parliament is sovereign, meaning it is ultimately in charge. One of the big arguments made in favour of the UK leaving the European Union (EU), for example, was that the UK could be a fully sovereign country again.

So, there is (sometimes) a problem. What happens when countries feel that their national sovereignty clashes with the ideas of international law? Which idea should win? Politicians from different countries will often argue that national sovereignty should come first. Yet if countries always just do whatever they want, what happens to the idea of international rules that all countries should follow?

Watch [this video](#) about the International Criminal Court (ICC).

Answer the questions below, using full sentences.

1. When was the ICC set up?
2. The jurisdiction of a court means its power to make decisions. Give three major countries which do not accept the jurisdiction of the ICC.
3. What is the United States of America (USA) concerned the ICC might try and do?
4. What is the USA's argument against the ICC?
5. How does Africa come in to criticisms of the ICC?
6. Extradition, or extraditing, is when a country turns someone accused of a crime over to another country or court. How does extradition relate to how effective the ICC is, in the case of Myanmar?

Now it is time to put all that information together!

Write an answer to the following question:

“International law is hard to enforce, and so should not be taken seriously.” How far do you agree with this statement?

In your answer, you should:

- Show that you understand what is meant by international law, and what it tries to do. Make sure you include examples.
- Show that you understand the ways in which it can be hard to enforce. Again, include examples!
- Write a conclusion, explaining whether you agree with the statement, and why.
- Start the first and second paragraphs with a topic sentence. This should sum up, in just one sentence, what your paragraph is about and how it answers the question. After that, you can go into the detail. Aim for at least five key facts and figures per paragraph, to show how well you know the information!

That is the end of this week's lesson.

However, if you would like to find out more, try this...

One excellent way of finding out more information about a Citizenship topic is looking out for how it has come up in the news. When you do this, you should make sure you stick to trusted news sources (like the BBC for example), and avoid 'fake news'.

Following [this link](#), you can find out about different news articles the BBC have published about the work of the ICC. There are articles regarding the Sudan, Myanmar, Gaza and the UK, for example.

Why not pick one of the articles, and see if you can summarise what is happening, and how it relates to the ICC, in no more than 25 words? This would make an excellent case-study for your Citizenship work!