

## ***Citizenship – Answers and Teacher’s notes***

### **Rules and laws/How laws are made**

In this task students learn about the process of how bills become law.

#### ***A version answers***

1. A bill is a proposal for a new law or a change to an existing law.
2. It is a proposal of ideas for future policy for discussion.
3. It is a firmer plan for government policy once ideas have been gathered as a result of the green paper.
4. Cabinet ministers agree if the proposal is taken forward.
5. It is debated in Parliament.
6. A bill is approved by both houses of Parliament
7. An Act of Parliament.

#### ***B version answers***

1. A bill is a proposal for a new law or a change to an existing law.
2. It is a proposal of ideas for future policy for discussion.
3. It is a firmer plan for government policy once ideas have been gathered as a result of the green paper.
4. Parliament.
5. Both houses of Parliament

### **Rules and laws/How offenders are sentenced**

This task helps students understand what is taken into consideration when offenders are sentenced.

#### ***A version answers***

1. It the sentence is right for the offender. That the victim feels that justice has been done. How you would make sure the offender didn't do it again.
2. Sentencing guidelines aim to ensure that the process of decision making about the sentence is the same across the UK and that

appropriate sentences given for each crime – the punishment should fit the crime.

#### 3. Any four from:

- How serious the offence is
- What harm was caused?
- Offenders level of blame – planning, using a weapon or targeting a vulnerable person
- Criminal record
- Personal circumstances are also considered
- Are they genuinely sorry?
- Have they pleaded guilty?

#### 4. They might get up to a third off the sentence.

#### 5. Prison – most serious – half the time is spent in prison, rest on licence

Community sentences

Fines

Discharges – used for least serious offence.

#### ***B version answers***

1. It the sentence is right for the offender. That the victim feels that justice has been done. How you would make sure the offender didn't do it again.
2. Sentencing guidelines.
3. Any two from:

- How serious the offence is
- What harm was caused?
- Offenders level of blame – planning, using a weapon or targeting a vulnerable person
- Criminal record
- Personal circumstances are also considered
- Are they genuinely sorry?
- Have they pleaded guilty?

#### 4. Up to a third off the sentence.

#### 5. Prison – most serious – half the time is spent in prison, rest on licence



Community sentences  
Fines  
Discharges – used for least serious offence.

## Rules and laws/Drink driving

In this task students watch an advertisement aimed at dissuading people from drink driving. It could be a useful opportunity for students to discuss similar moral dilemmas.

### *A version answers*

1. Make you think about the possible consequences of drink driving.
2. Answers will vary.
3. You will get a criminal record, you may lose your licence and in turn lose your job.
4. Answers will vary.

### *B version answers*

1. To stop people from drink driving.
2. It makes you think about the possible consequences of drink driving.
3. You will get a criminal record, you may lose your licence and in turn lose your job.
4. Answers will vary.

## Government/Elections and voting explained

This task helps students understand how general elections work in the UK.

### *A version answers*

1. Democracy is where power in the hands of the people through our rights to vote.
2. Every 5 years.
3. They distribute leaflets, talk to people door to door, speak in public debates, and there are party political broadcasts.
4. A statement of a party's policies.
5. The party with the most MPs elected forms the government.

6. The leader of the party with the most elected MPs becomes Prime Minister.
7. Where there is no clear winner after a general election.
8. Either a minority or coalition government is formed or there is a fresh election.

### *B version answers*

1. Democracy is where power in the hands of the people through our rights to vote.
2. Every 5 years.
3. Two from: they distribute leaflets, talk to people door to door, speak in public debates, and there are party political broadcasts.
4. A manifesto
5. The party with the most MPs.
6. Where there is no clear winner after a general election.

## Government/An introduction to Parliament

This task helps students develop an understanding of the Parliamentary system in the UK and the different roles there are in Parliament.

### *A version answers*

1. 3 parts – The House of Commons, The House of Lords, The Monarch.
2. The House of Commons.
3. Debates issues, proposes laws, amends existing laws, challenges the government's work.
4. 650
5. The 20 senior ministers who co-ordinate the work of government departments.
6. The opposition.
7. Chairs the debates and keeps the house in order.
8. Around 800
9. They use their expertise to look a laws and issues in detail.
10. The Monarch has no real power. It is a ceremonial role. They formally



agree new law and meets the Prime Minister once a week.

### **B version answers**

1. 3 parts – The House of Commons, The House of Lords, The Monarch.
2. The House of Commons.
3. Debates issues, proposes laws, amends existing laws, challenges the government's work.
4. 650
5. Around 800
6. They use their expertise to look at laws and issues in detail.
7. The Monarch has no real power. It is a ceremonial role. They formally agree new law and meets the Prime Minister once a week.

## **Government/Your voice in Parliament**

This task shows students how they can become involved in Parliament.

### **A version answers**

1. 18
2. 16
3. At their local constituency office or lobby them in the Central Lobby at the Houses of Parliament.
4. Letter, phone or email.
5. To campaign about an issue you're passionate about.
6. Voting, petitioning and campaigning.

### **B version answers**

1. 18
2. 16
3. At their local constituency office or lobby them in the Central Lobby at the Houses of Parliament.
4. Letter, phone or email.
5. Voting, petitioning and campaigning.

## **Government/How general elections work**

This task clearly explains how general elections work. It's a good opportunity to discuss why it is important to vote.

### **A version answers**

1. 46,000,000
2. 650
3. An area of the country represented by one Member of Parliament.
4. By post.
5. Your polling card.
6. Because the polling card is used to vote for which party will form the government.

### **B version answers**

1. 46,000,000
2. 650
3. An area of the country represented by one Member of Parliament.
4. One.
5. Your polling card.
6. 7am-10pm
7. The party with the most MPs.

## **Government/Community action**

In this task students learn how a community in North London are trying to do something about a closed library.

### **A version answers**

1. April 2007
2. It helped them improve English, borrow books for babies, attend courses, children sat down and read, did homework.
3. People have to walk a long way to get to a library now. Not easy for kids and seniors
4. Answers will vary but should be based on the fact that locals want to persuade the council to do something about the building.
5. For financial reasons.
6. Answers will vary.



## ***B version answers***

1. April 2007
2. That is was handy and helped them improve English, babies could have books, they could attend courses, children could do their homework and read there.
3. People have to walk a long way to get to a library now. Not easy for kids and seniors
4. Answers will vary but should be based on the fact that locals want to persuade the council to do something about the building.
5. For financial reasons.
6. Answers will vary.

## **Government/Community champion**

In this task students learn how one Tesco employee is raising money and trying to make a difference in his community.

### ***A version answers***

1. A complete nutcase. A mad, crazy character. You either love him or hate him.
2. A family atmosphere. He brings everyone together.
3. Sponsored events such as a sponsored silence, dressing up, he's been locked in a cage, an annual football match.
4. He wants people to feel happy.
5. The death of his colleague Sue Trusler inspired him to raise money for Fairhavens.
6. Because he feels it gives the area a real sense of community.

### ***B version answers***

1. A complete nutcase. A mad, crazy character. You either love him or hate him.
2. A family atmosphere. He brings everyone together.
3. Sponsored events such as a sponsored silence, dressing up,

- he's been locked in a cage, an annual football match.
4. He wants people to feel happy.
5. He wanted to raise money for Fairhavens after the death of his colleague Sue Trusler.
6. Answers will vary.

## **Government/Volunteering**

In this task students watch a video clip that demonstrates what people have got out of volunteering.

### ***A version answers***

1. To persuade people to consider volunteering.
2. That volunteering gave me so much. Volunteering is the highlight of my week. I get a kick out of them playing live. I want to make a better community.
3. She wants you to think about what steps you could take to become a volunteer.
4. Coaching, being a Gamesmaker at the Olympics, managing a band, caring for animals, tidying a towpath.
5. Answers will vary.

### ***B version answers***

1. That volunteering gave me so much. Volunteering is the highlight of my week. I get a kick out of them playing live. I want to make a better community.
2. Coaching, being a Gamesmaker at the Olympics, managing a band, caring for animals, tidying a towpath.
3. Answers will vary.
4. Answers will vary.