



Professional Development | An tSeirbhís um Fhorbairt  
Service for Teachers | Ghairmiúí do Mhúinteoirí



An Roinn Oideachais  
agus Scileanna  
Department of  
Education and Skills

# Politics and Society

@PDSTie

@PDST\_PolAndSoc

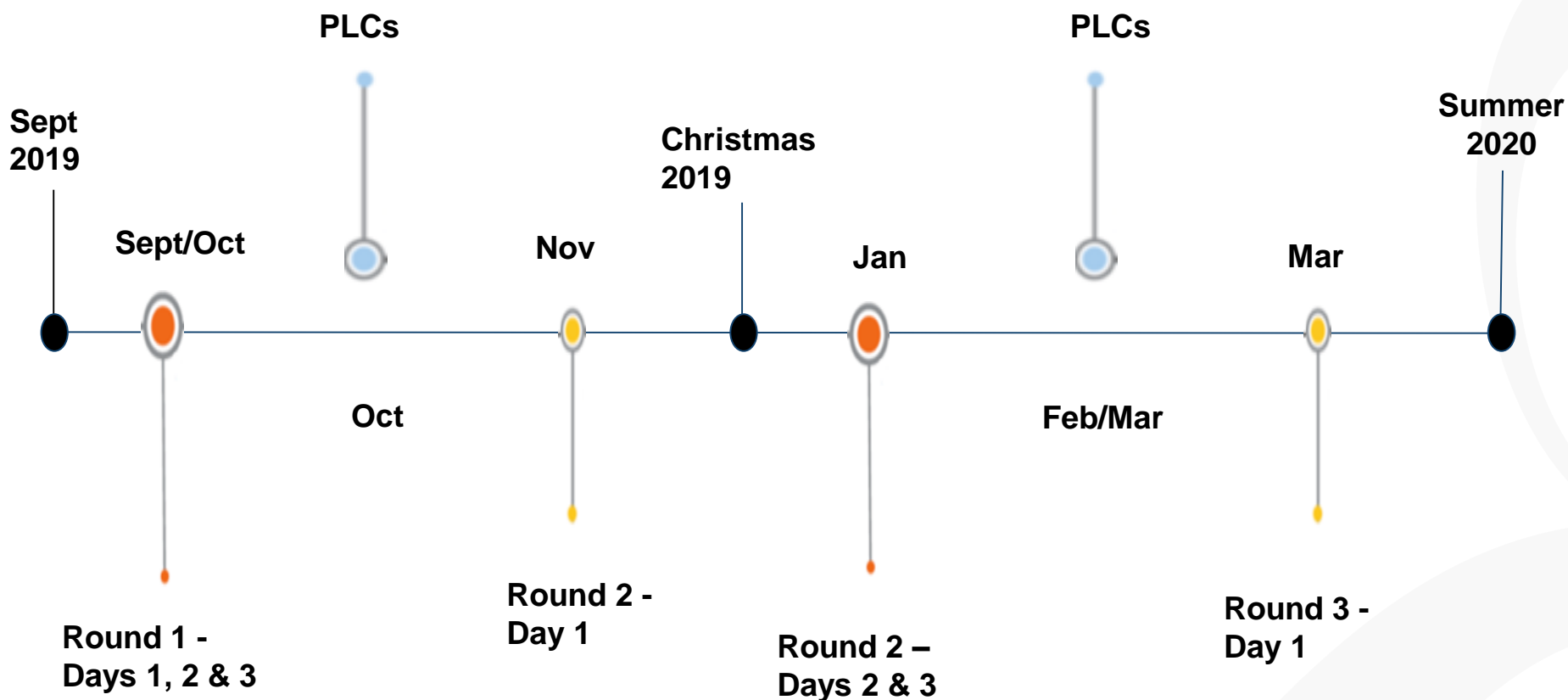
# Politics & Society



Round 2 Day 1

6th November 2019


# Timeline of Politics and Society CPD 2019/2020



# PDST Supports



# Seminar Overview

<b>Session 1</b> 9.30 – 11.00	<ul style="list-style-type: none"><li>• Interrogation of selected learning outcomes</li></ul>
11.00 – 11.15	<b>Break</b>
<b>Session 2</b> 11.15 – 1.00	<ul style="list-style-type: none"><li>• Continuation of interrogation of selected learning outcomes</li><li>• Exploration of Key Thinkers and concepts</li></ul>
1.00 – 2.00	<b>Lunch</b> 
<b>Session 3</b> 2.00 – 3.30	<ul style="list-style-type: none"><li>• Exploration of key thinkers</li><li>• Investigation of a theory/concept</li><li>• Pre-Writing activity for writing a discursive essay</li></ul>

# Key Messages

A wide range of participatory and enquiry-focused teaching and learning activities are appropriate for Politics and Society

The decisions as to the most appropriate sequence and structure for learning will need to be made by the teacher in light of their own knowledge of the learners in their class

Developing in learners the skills of analysing and interpreting data is an important objective of Politics and Society

# By the end of this session participants will

become familiar with learning outcomes to teach topics 2,4,6,and 7.

be introduced to different pedagogies to unpack outcomes connected to topics 2,4,6, and 7.

demonstrate an understanding of, and the links between: the EU, sovereignty, intergovernmentalism and supranationalism.

link a minimum of 2 key thinkers with data to interrogate the relevant learning outcomes to understand the relationship between sovereignty and the EU.

link the role of the media in influencing public opinion on the question of identity with specific reference to the border in Northern Ireland.

work in groups of three to begin framing the necessary content for developing a discursive essay using a venn diagram

# Senior Cycle Key Skills

## Key skills





# Anticipation Guide

True	False		Statement	True	False
		1	Sovereignty is a State's ability to carry out actions or policies within their borders free from outside interference.		
		2	The protection of human rights is a core principle of the EU.		
		3	Northern Ireland voted to remain in the EU.		
		4	Nozick believed that there should be minimal state interference in its citizens lives		
		5	All EU institutions are supra-national.		
		6	The UK are no longer members of the EU.		
		7	The main reason the UK voted to leave the EU was to "regain control over immigration and its own borders"		
		8	Locke believed in a right to revolt when power is abused by the government		

Instructions: Predict answers, listen, read and participate in activities, predict again, compare your results before & after

# How would YOU cut the cake?



# Does he have to give?



# Legitimacy

Bob Dylan: They say I shot a man named Gray  
And took his wife to Italy  
She inherited a million bucks  
And when she died it came to me  
I can't help it if I'm lucky.... (Idiot Wind)

<https://vimeo.com/20729562>

# The EU - Rights, Responsibilities and Sovereignty



What would Rawls and Nozick have to say?

# Check In: Learning Outcomes



# European Union



# Working with Others

Sovereignty

Inter-governmentalism

Supranationalism



# Sovereignty

## Sovereignty: 3 factors

Entails the right to be the ultimate authority with a defined territorial space

Entails the ability to actually control what happens within that defined territory

Entails recognition of a government's right to be the ultimate authority within a given space *by other states* (external recognition)

# Inter-governmentalism

When nation states in situations they can control, co-operate with each other on matters of common interests.

Nation states are free to co-operate or veto and are able to set the level of co-operation.

Examples: the UN and the World Bank

([hun.port.ac.uk/europeanstudiesshub/](http://hun.port.ac.uk/europeanstudiesshub/))

# Supranationalism

Where states decide to delegate some responsibility for decision making to a body or forum that stands above the nation state.

States lose the right to veto and agree to be bound by majority decisions of cooperating states.

Example: The European Commission

# Intergovernmentalism and supranationalism

Intergovernmentalism  
institutions include The  
Council of Ministers.

National Veto is retained  
(unless QMV is used in the  
Council of Ministers)

Supranationalism  
institutions include the  
Commission, the EP, the ECB  
and the ECJ.

A supranational institution  
exists above the nation  
state.

# Four Corner Debate

Strongly Agree

Agree

**If the EU applied to join itself it would be refused entry because it is not democratic enough.**

Strongly Disagree

Disagree

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POLITICS TOPICS  
**Democratic deficit**

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A democratic deficit occurs when supposedly democratic organisations or institutions, such as governments, do not fulfil the principles of democracy in how they operate.

**From the Reference Library**

**Democratic deficit (EU)**  
Study notes

**Lesson Worksheets and Case Studies**

Perfect for lessons, homework or cover. These differentiate resources help minimise planning workload and ensure you are covering suitable teaching content during your lessons.

**Related topics**

[Democracy](#) [Indirect democracy](#)  
[Parliamentary democracy](#)

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# Check In: Learning Outcomes



# Brexit

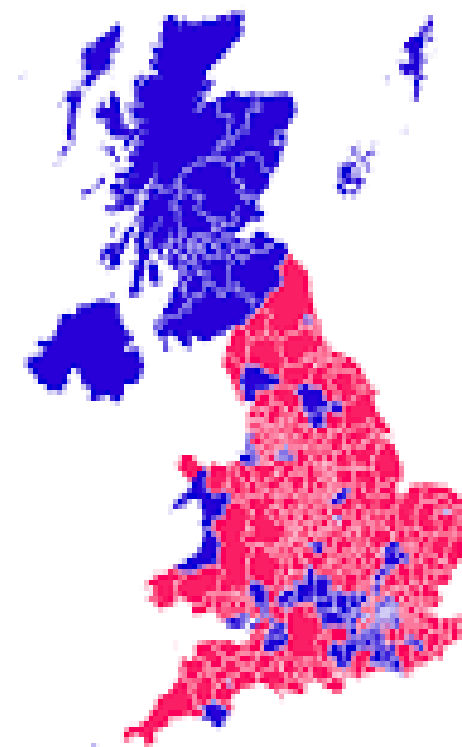
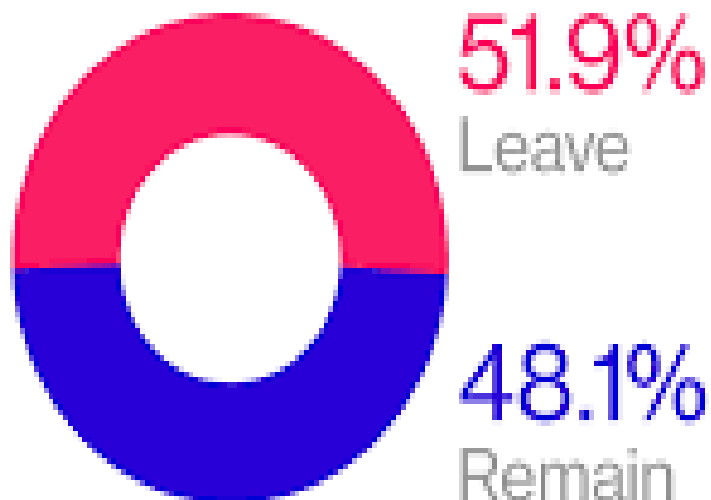
## Britain Votes to Leave

U.K. votes to quit European Union after more than four decades

Turnout



Result





# Question

Some might argue that issues with the concept of sovereignty lay behind Britain's decision to leave the EU.

Would you agree or disagree? Use at least two Key Thinkers and evidence to support your response.

# Northern Ireland Border

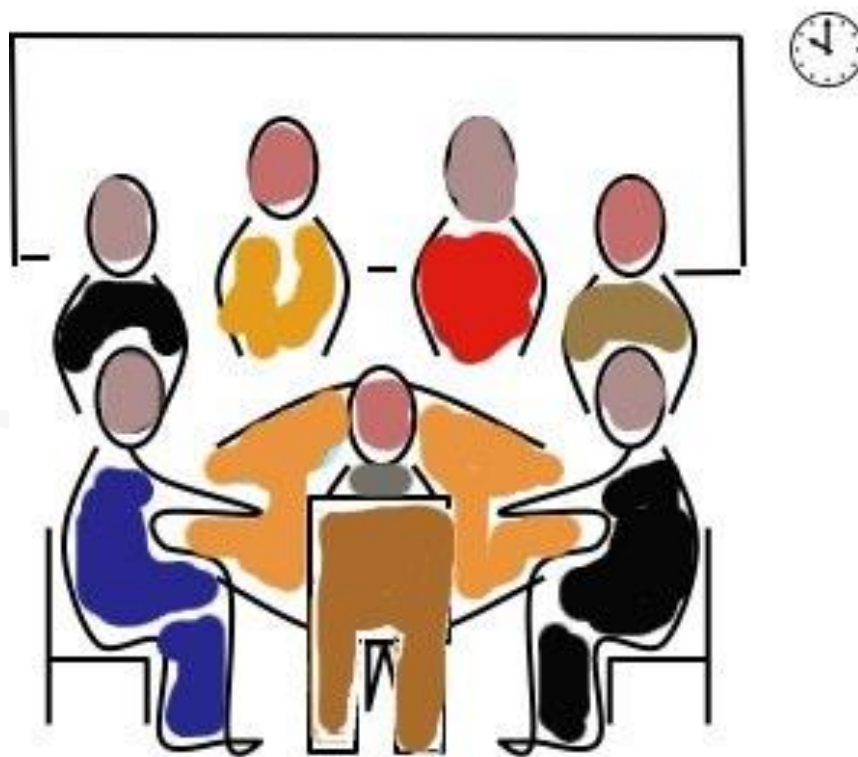


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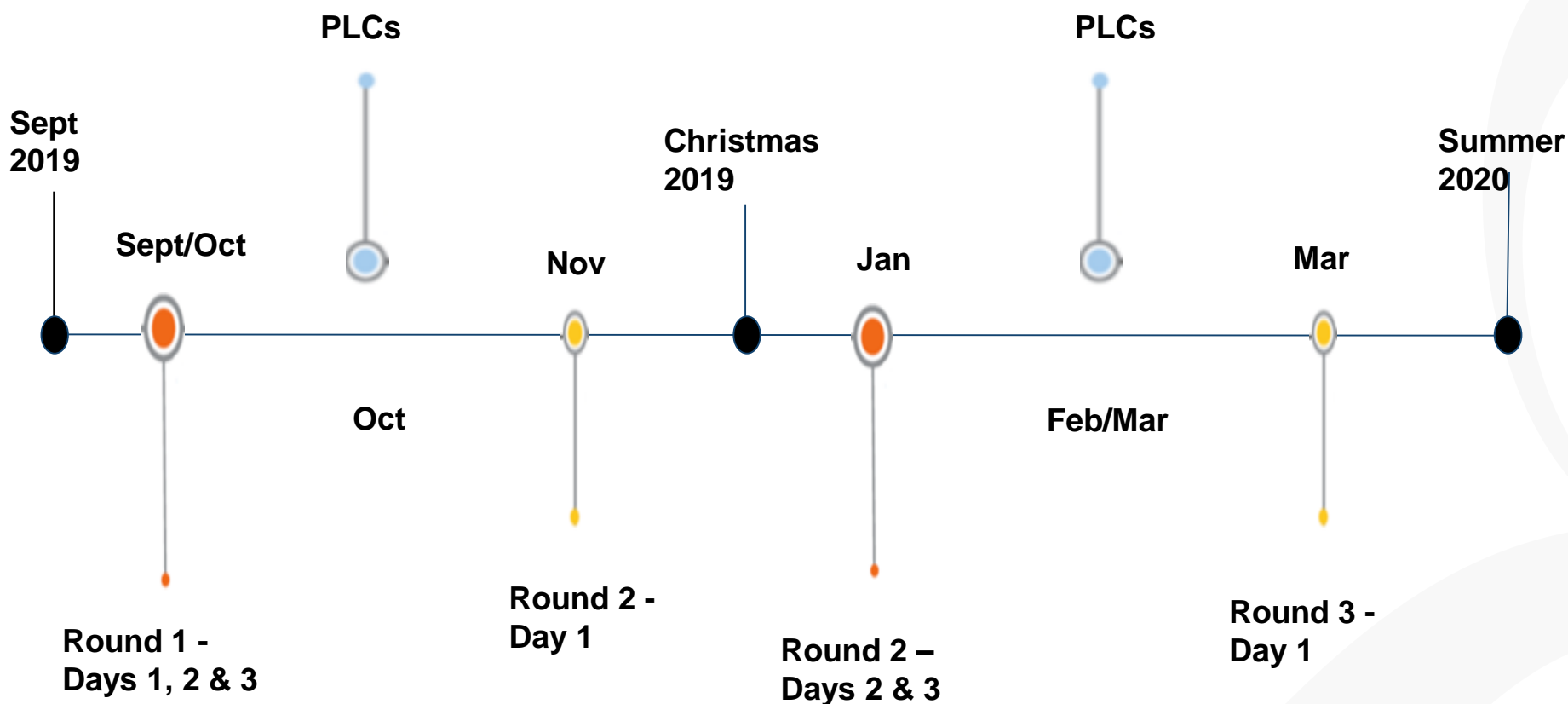
# Teacher Sharing



# Check In: Learning Outcomes



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