

# Knowledge Organiser

Year 13

Term 1  
2024/25



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# Knowledge Organiser

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# Human Geography Year 13

## Term 1 – Population and The Environment



Welcome to your study of population and the environment, a crucial area in understanding human geography and its implications on our planet. In this section, you will explore key concepts such as over-population, under-population, and carrying capacity, examining how these factors influence resource availability and sustainability. You'll also delve into the impacts of population density on health and well-being, as well as the ecological footprint that results from consumption patterns. Understanding these dynamics is vital for addressing global challenges like environmental degradation, resource management, and public health. By the end of this topic, you will have a deeper insight into the relationships between population trends and the socio-economic and environmental issues we face today.



### KEY WORDS

#### **Over-population**

A situation where the number of people exceeds the resources available in an area, leading to negative environmental and social impacts.

#### **Under-population**

When a region has fewer people than its resources can sustain, resulting in potential economic underdevelopment.

#### **Optimum Population**

The ideal number of people that can be supported by a given area, maximizing resource use while ensuring quality of life.

#### **Carrying Capacity**

The maximum population size that an environment can sustainably support without degrading resources or the ecosystem.

#### **Ecological Footprint**

A measure of the environmental impact of an individual or population, expressed as the amount of land and water required to produce the resources consumed and absorb waste.

#### **Resources**

Natural materials or services that can be used to meet human needs, including water, minerals, and energy.

#### **Consumption**

The use of resources by individuals or societies, which can impact sustainability and resource availability.

#### **Density**

The number of individuals or units (such as people) per unit area, often used to describe population distribution.

#### **Sparse**

Describing an area with a low population density, where individuals or resources are spread out over a large space.

#### **Dense**

Characterizing an area with a high population density, where individuals or resources are closely packed together.

## Climate

The long-term patterns of temperature, humidity, wind, and precipitation in a particular area, influencing ecosystems and human activities.

## Agriculture

The practice of cultivating soil, growing crops, and raising animals for food, fiber, and other products, essential for human survival and economic development.

## Sustainable

Practices that meet current needs without compromising the ability of future generations to meet their own, focusing on environmental health, economic viability, and social equity.

## Morbidity

The presence of illness or disease within a population, impacting overall health and quality of life.

## Mortality

The rate of death in a population, often used to assess health and living conditions.

## Health

A state of complete physical, mental, and social well-being, not merely the absence of disease or illness.

## Epidemiological

Relating to the study of how diseases spread and are controlled within populations, essential for public health planning and response.

## 1. How has global population changed?

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Over the past 200 years, the global population has experienced unprecedented growth, skyrocketing from approximately 1 billion in 1800 to over 8 billion today. This remarkable increase can be attributed to several key factors:

### 1. Advancements in Medicine:

- The development of vaccines, antibiotics, and improved medical care has significantly reduced mortality rates, particularly in infants and children. Diseases that once caused widespread fatalities are now preventable or treatable.

### 2. Agricultural Revolution:

- Innovations in agriculture, such as the Green Revolution, have led to increased food production through better farming techniques, crop varieties, and the use of fertilizers. This has enhanced food security and reduced famine.

### 3. Industrialisation:

- The Industrial Revolution brought about economic growth, urbanization, and improved living standards, allowing more people to live in cities and access better jobs, healthcare, and education.

### 4. Improved Sanitation and Hygiene:

- Advances in sanitation, water supply, and public health measures have contributed to lower disease transmission and improved overall health, further boosting life expectancy.

## Future Projections

Looking ahead, population growth is projected to continue, but at a slowing rate. Key insights include:

- **UN Projections:** According to the United Nations, the global population could reach around 9.7 billion by 2050, with growth concentrated in specific regions, particularly sub-Saharan Africa and parts of Asia.
- **Aging Populations:** Many high-income countries are experiencing aging populations and declining birth rates, which may lead to stabilization or even a decline in total population numbers.

- **Sustainability Challenges:** As the population grows, concerns about resource consumption, environmental degradation, and climate change intensify. Addressing these challenges will be critical for ensuring a sustainable future for the increasing population.

In summary, the past 200 years have seen dramatic changes in global population dynamics, driven by advancements in health, agriculture, and living conditions. Future projections indicate continued growth, particularly in certain regions, emphasizing the need for sustainable strategies to support this expanding population.

## 2. How is population linked to the physical environment?

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The physical environment plays a crucial role in shaping population density and distribution across the globe. Various environmental factors influence where people choose to live, leading to significant variations in population density. Here are some key links between the physical environment and population:

### 1. Climate

- **Temperate Regions:** Areas with moderate climates, such as parts of Europe and North America, tend to support higher population densities due to favorable conditions for agriculture, settlement, and economic development.
- **Extreme Climates:** Conversely, regions with harsh climates, such as deserts (e.g., the Sahara) or polar areas (e.g., Antarctica), often have very low population densities due to challenges in sustaining agriculture and providing basic resources.

### 2. Topography

- **Flat Plains:** Fertile plains, like the Great Plains in the United States or the Indo-Gangetic Plain in India, support dense populations due to their suitability for agriculture and infrastructure development.
- **Mountainous Regions:** Areas with rugged terrain, such as the Himalayas, tend to have lower population densities as the harsh conditions make farming and transportation more difficult.

### 3. Access to Water Resources

- **River Valleys:** Regions near major rivers, such as the Nile in Egypt or the Yangtze in China, often have high population densities because they provide essential water for drinking and irrigation, supporting agriculture and settlement.
- **Arid Regions:** Areas with limited freshwater sources, like the Arabian Peninsula, tend to have sparse populations, as the lack of water restricts agricultural and economic activities.

### 4. Natural Resources

- **Resource-Rich Areas:** Regions rich in natural resources, such as oil in the Middle East or minerals in parts of Africa, can attract larger populations due to economic opportunities and job creation.
- **Resource-Poor Areas:** Conversely, areas lacking essential resources may struggle to support large populations, leading to lower density.

### Examples

- **China:** The eastern coastal region, with its fertile plains and favorable climate, is densely populated, while the western mountainous regions and deserts are sparsely populated.
- **India:** The Indo-Gangetic Plain is one of the most densely populated areas in the world due to its agricultural productivity, while the Thar Desert in the northwest has much lower population density.

In summary, the physical environment significantly influences population density and distribution. Factors such as climate, topography, water availability, and natural resources determine where people can live, farm, and thrive. Understanding these links is essential for addressing population-related challenges and planning for sustainable development.

### 3. How does population link to development?

Red Amber Green

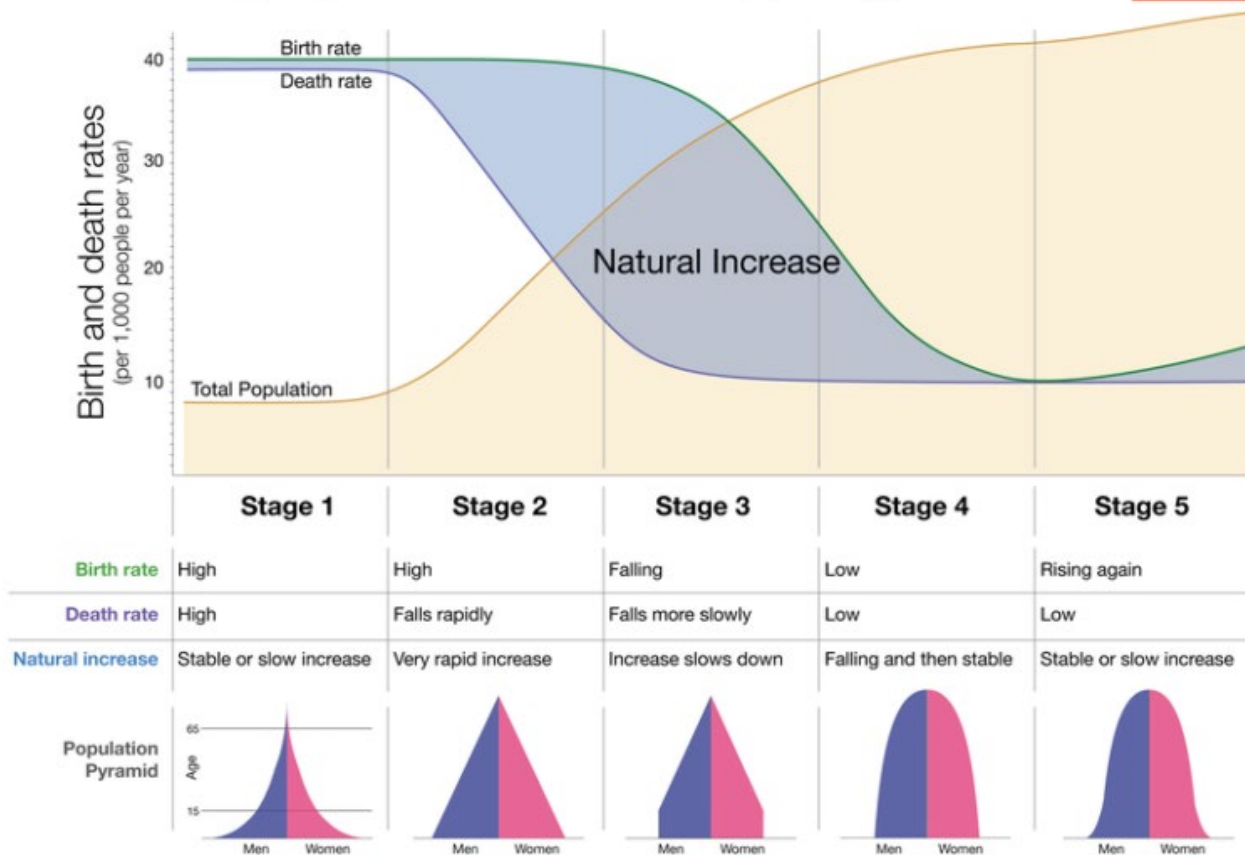
Population and development are intricately connected, influencing each other in various ways. Understanding this relationship is essential for addressing global challenges and promoting sustainable growth.

#### Demographic Transition Model (DTM)

The Demographic Transition Model (DTM) illustrates how populations change over time in relation to economic development. It consists of five stages:

1. **Stage 1: High Stationary**
  - Characterized by high birth and death rates, resulting in a stable population. This stage is often seen in pre-industrial societies.
2. **Stage 2: Early Expanding**
  - Death rates decline due to improvements in healthcare and sanitation, while birth rates remain high. This leads to rapid population growth. Many developing countries are in this stage.
3. **Stage 3: Late Expanding**
  - Birth rates begin to fall as a result of increased access to education, family planning, and economic development. Population growth continues but at a slower rate.
4. **Stage 4: Low Stationary**
  - Both birth and death rates are low, stabilizing the population. This stage is typical of developed countries where there are high levels of healthcare, education, and income.
5. **Stage 5: Declining**
  - Some countries experience declining populations as birth rates fall below death rates, leading to potential economic and social challenges, such as an aging workforce

## The demographic transition in 5 stages



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## How Population Affects Development

- **Labor Force:** A growing population can provide a larger labor force, which can boost economic productivity. However, if job creation does not keep pace with population growth, it can lead to high unemployment and social unrest.
- **Resource Demand:** Increased population raises demand for resources such as food, water, and energy. This can strain existing infrastructure and lead to environmental degradation if not managed sustainably.
- **Healthcare and Education:** Population growth can strain healthcare and educational systems. High demand for services can lead to inadequate provision, impacting overall development and quality of life.

## How Development Affects Population

- **Economic Opportunities:** Higher levels of development often lead to better economic opportunities, which can reduce birth rates as families prioritize education and career over larger families.
- **Healthcare Access:** Improved healthcare reduces mortality rates and can lead to population growth initially; however, with better access to family planning, long-term birth rates may decline.
- **Urbanization:** As countries develop, urbanization typically occurs, leading to population concentration in cities. This shift can create both opportunities for economic development and challenges such as overcrowding and pollution.

In summary, the link between population and development is complex and multifaceted. The Demographic Transition Model provides a framework for understanding how populations evolve alongside economic and social changes. Recognizing this interplay is crucial for policymakers aiming to foster sustainable development and improve living standards worldwide.

## 4. How does food production and consumption vary?

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Food production and consumption vary significantly across the globe, influenced by factors such as population, development, and globalization. Understanding these variations is essential for addressing food security and sustainability.

### Variations in Food Production

1. **Developed Countries:**
  - **High Productivity:** Countries like the United States and Canada benefit from advanced agricultural technologies, extensive use of machinery, and high levels of investment in research and development. This results in high yields and efficient production systems.
  - **Industrial Agriculture:** The predominance of large-scale, industrial farming practices often prioritizes monocultures and chemical inputs, which can lead to environmental challenges but ensures abundant food supply.
2. **Developing Countries:**
  - **Subsistence Farming:** Many developing nations, particularly in sub-Saharan Africa and parts of Asia, rely on small-scale, subsistence agriculture. Farmers grow food primarily for their own consumption, leading to lower overall productivity.
  - **Challenges:** Factors such as limited access to technology, poor infrastructure, and climate variability hinder food production in these regions, contributing to food insecurity.

### Variations in Food Consumption

1. **High Consumption in Developed Countries:**
  - High-income countries tend to have higher per capita food consumption rates, characterized by a diverse diet that includes a wide variety of processed foods, meat, and dairy products. This can lead to health issues such as obesity and diet-related diseases.
2. **Lower Consumption in Developing Countries:**
  - In contrast, many low-income countries experience lower per capita food consumption, with diets often reliant on staple crops. This can lead to malnutrition and food insecurity, especially among vulnerable populations.



## Connections to Globalization

Globalization has had a profound impact on food production and consumption patterns, facilitated by several key factors:

### 1. Trade Blocs:

- Trade agreements, such as those established by the European Union (EU) or North American Free Trade Agreement (NAFTA), enhance the movement of agricultural products. These agreements allow countries to specialize in certain crops, promoting efficiency and variety in food availability.

### 2. Transnational Corporations (TNCs):

- TNCs play a crucial role in shaping global food systems, from production to marketing. Companies like Nestlé and Monsanto influence agricultural practices, supply chains, and consumption trends, often prioritizing profit over local needs.

### 3. Improved Technology:

- Advancements in agricultural technology, including genetically modified organisms (GMOs), precision farming, and digital agriculture, have increased food production capacity in many regions. However, access to these technologies can be uneven, with developed countries benefiting more than developing ones.

### 4. Global Supply Chains:

- Globalization has led to the establishment of complex supply chains, enabling countries to import and export food products. This increases food availability in regions that may not have suitable conditions for certain crops but also raises concerns about food sovereignty and local agricultural practices.

## Conclusion

In summary, global variations in food production and consumption are shaped by the interplay of population, development, and globalization. Understanding these dynamics is critical for addressing challenges related to food security, sustainability, and health. As global trade continues to evolve, it is essential to consider the impacts on local food systems and the need for equitable access to resources and technology.

## 5. How are food supplies changing?

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As developing countries strive to improve their food supplies, several factors will influence how these changes unfold over time. Key elements include demographic shifts, economic growth, and technological advancements, alongside the looming threat of climate change.

### 1. Demographic Changes

- **Population Growth:** Developing countries are experiencing rapid population growth, leading to increased demand for food. This pressure will necessitate innovative agricultural practices and improved food distribution systems to meet the needs of larger populations.
- **Urbanization:** As more people move to urban areas, food systems will need to adapt to cater to urban diets, which often rely on diverse, processed foods. This shift may require enhanced supply chains and logistics.

### 2. Economic Development

- **Investment in Agriculture:** Increased economic development can lead to greater investment in agricultural infrastructure, such as irrigation systems, transportation networks, and storage facilities. This can improve food production efficiency and reduce post-harvest losses.
- **Access to Markets:** Improved economic conditions can enhance farmers' access to local and global markets, allowing them to sell surplus produce and earn better incomes, thereby supporting food security.

### 3. Technological Advancements

- **Innovative Farming Practices:** The adoption of modern agricultural techniques, such as precision farming and climate-resilient crops, can significantly boost productivity in developing countries. These innovations can help farmers adapt to changing conditions and improve yields.
- **Digital Agriculture:** Technology such as mobile apps for market access and weather forecasting can empower farmers with information, enabling better decision-making and enhancing food distribution.

#### Potential Impacts of Climate Change on Food Supplies

Climate change poses significant threats to food security in developing countries, influencing both agricultural production and distribution:

1. **Changing Weather Patterns:**
  - Increased frequency of extreme weather events, such as droughts and floods, can devastate crops and disrupt food supplies. Regions heavily reliant on rain-fed agriculture are particularly vulnerable.
2. **Impact on Crop Yields:**
  - Rising temperatures and shifting precipitation patterns may negatively affect crop yields. For example, staple crops like maize and wheat are sensitive to temperature increases, which could result in reduced production and increased food prices.
3. **Soil Degradation:**
  - Climate change can exacerbate soil erosion and degradation, further diminishing arable land. This affects the long-term sustainability of agricultural practices in many developing regions.
4. **Disruption of Supply Chains:**
  - Climate-related disruptions can impact transportation and distribution networks, leading to delays and increased costs in moving food from producers to consumers. This can exacerbate food insecurity, particularly in remote areas.
5. **Increased Pests and Diseases:**
  - Warmer temperatures may expand the range of pests and diseases, threatening crops and livestock. This can lead to significant losses and increased dependence on chemical inputs, which may not be sustainable.

#### Conclusion

In conclusion, food supplies in developing countries are poised for change due to demographic shifts, economic growth, and technological advancements. However, the adverse impacts of climate change present formidable challenges that could undermine food security and distribution. Addressing these issues will require coordinated efforts to enhance resilience, promote sustainable agricultural practices, and develop adaptive strategies to ensure a stable food supply for future generations.

# Human Geography Year 13

## Term 1 – NEA

Welcome to your NEA (Non-Examined Assessment).  
20% for this component. 3000-4000 words report length.

INVESTIGATION STAGE	LEVEL OF INDEPENDENCE
1. Exploring focus	Collaboration allowed
2. Title of the investigation, focus of investigation (sub-questions), purpose of investigation.	Independent work
3. Devising methodology and sampling framework	Collaboration allowed
4. Primary data collection	Collaboration allowed
5. Secondary data collection (if relevant)	Independent work
6. Data/information presentation	Independent work
7. Data analysis and explanation/interpretation	Independent work
8. Conclusions and evaluation	Independent work



### KEY WORDS

**Hypothesis** – A statement which is a/the purpose of an enquiry, to which you are aiming to prove is true or false.

**Primary data** – information which is collected by you for the first time through a personal field investigation. Also known as “raw data”.

**Secondary data** - information which is derived from published documentary sources and has been processed, such as processed census data, research papers, text books and the internet for examples.

**Random Sampling** – is where sources of data are collected in a completely haphazard way. Being done completely randomly removes all sense of bias.

**Systematic Sampling** – is where sources of data are chosen in a completely non-random way. Bias can be avoided due to the application of a numerical system in collecting the sample.

**Stratified Sampling** – involves splitting the sample frame into smaller groups or **Stratas**.

**Quantitative data** – data in numerical form which can often be placed into categories and analysed statistically.

**Qualitative data** – non-numerical data such as photographs, sketches and may involve the collection of opinions, perspectives and feelings from questionnaires and interviews.

### 1. How to develop an enquiry focus?

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Aim, research question, hypothesis or issue?

The aim of an investigation is what you are generally trying to achieve in your fieldwork location. This will depend on time, location, environmental conditions, equipment available and risk assessments.

For example, your aim might be: To study the changes in infiltration rates over time in drainage basin X.

**Alternatively, you might want to express what you are investigating as a research question:** What factors influence infiltration rates in drainage basin X? or To what extent does distance from the shore affect the vegetation characteristics of a sand dune system? or How has gentrification changed the character of the place D? For the last of these, you could also think about breaking down the overall question into smaller subquestions.

**You could go for two or three such sub-questions,** such as: What social and demographic changes have taken place in place D in recent years? What have been the impacts of these changes on housing and services within place D? What are the attitudes of people to the changes that have taken place in place D? [Note that if you decide to have a series of sub-

questions, then they must be closely tied together into a single theme or focus, as otherwise the investigation would become too large.]

**You may wish to test one or more hypotheses.** A hypothesis is a statement based on a question which can be either proved or disproved, such as: A number of factors cause flooding to occur at P. A range of management strategies, natural and man-made, are used to protect area P from flooding. Everyone thinks the flood management strategies at P are effective.

**You may wish to evaluate an issue in a local area.** For example: The plan to build a Tesco Local store in place J has created a range of attitudes amongst the local people. The increase in atmospheric pollution in town K is unpopular and potentially unhealthy. The proposed development of new housing in the suburban area of L is unnecessary.

*Remember: You should make it clear as to which parts of the specification your investigation links to and explain which specific areas you will investigate. You will need to link it to the relevant code from the specification – for instance if you are investigating urban heat islands, you could link this to: **3.2.3.4 Urban Climate**.*

## 2. How to critically research the literature to provide a context?

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It is important to research relevant and contemporary issues surrounding your fieldwork topic and title as well as the theory that supports these areas. This may be referenced in an introduction (to be written toward the end of the investigation) and/or in the rationale for your hypotheses, which explains why you believe that a hypothesis will be proven.

Making notes on any reading that you complete throughout the investigation will make this part straightforward.

A very important part of using secondary research sources effectively is recording information about the source. During research it is easy to forget to do this (especially when using the internet), but it is important because:

- the source may need to be found and accessed again, to check details or get more information
- sources may need to be stated (cited) in the fieldwork report or the bibliography

Table 1. Types of secondary data source

Statistical	Graphical	Written
Weather data	Maps and plans	Newspapers
River discharge data	Graphs and charts	Diaries
Census data	Satellite images	Radio, TV
Crime statistics	Photographs	On-line sources
Deprivation data	Artistic works	Blogs and social media

### 3. How to create a risk assessment before you go on fieldwork?

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**Risk assessment** is the fundamental tool to ensure safety is effectively managed.

The purpose of the risk assessment process is to identify hazards; assess who may be harmed and how; and manage the hazards through safe systems of work. In line with Health and Safety Executive (HSE) guidelines, centres should follow five steps to risk assessment:

1. Identify the hazards
2. Decide who might be harmed and how
3. Evaluate the risks and decide on precautions
4. Record your findings and implement them
5. Review your assessment and update if necessary.

The likelihood and severity of the hazard(s) occurring can be scored numerically (one equals low, five equals high), with resultant risk being assessed as:

- More than 10 - take immediate action to either remove or control the risk - for example take a less risky option, or prevent access to the hazard
- Eight to 10 - inform people of the risk and look at ways of reducing it
- Less than eight - monitor the situation closely and aim to reduce risk over the longer term.

All significant findings should be documented and periodically updated unless changed circumstances dictate an earlier review.

E.g.

Getting caught in waves when measuring beach characteristics	Myself and other students	1 = Low	Always collect data from at least 5m above the swash zone
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### 4. How to decide the sampling strategy and then carrying out the fieldwork?

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Table 2. Strengths and weaknesses of quantitative and qualitative data

Data	Strengths	Weaknesses
Quantitative	<ul style="list-style-type: none"> <li>• Precise, numerical</li> <li>• Reliable as a result of sampling design</li> <li>• Can be analysed statistically</li> <li>• Collection can be replicated</li> </ul>	<ul style="list-style-type: none"> <li>• Poor collection methods can lead to weak conclusions</li> <li>• Reduces complex situations and views to numbers</li> <li>• Complex analysis can produce simplistic mathematical outcomes</li> </ul>
Qualitative	<ul style="list-style-type: none"> <li>• People's views and opinions provide a human 'face' to numerical data</li> <li>• Can suggest new research possibilities based on comments made</li> </ul>	<ul style="list-style-type: none"> <li>• Can take a long time to collect</li> <li>• Analysis can be difficult and outcomes may be tenuous</li> <li>• Data is subjective and may not be reliable</li> </ul>

You may need to make decisions about **sampling**. Many investigations rely on a representative sample from the parent population. This population may, for example, be pebbles on a beach, trees in a forest or residents in an area. All samples should be proportional to the size of the total population and so sample size is an important consideration. Sample size refers to the number of observations or data points that make up a 16 survey or data set. Very small sample sizes will not reflect the statistical population closely, and so are unreliable and can lead to incorrect interpretations and explanations. Large samples can become unwieldy and difficult to process.

- Sampling may be random, systematic, stratified, clustered or a combination of these. *You can use more than one type of sampling at a time.*

It is important to collect data that is both **precise and accurate**, and hence by definition be **reliable**. The precision of a measurement is the degree to which repeated measurements under unchanged conditions show the same results. The accuracy of a measurement is how close each measurement comes to the real value. The further a measurement is from its expected value, the less accurate it is.

- You could include neat **hand-drawn sketches and maps** in this part of the report, as well as labelled photographs to show how any complex equipment was used and how you maintained reliability and accuracy. If you are using a

questionnaire consider including an annotated blank form to show the reasons why you chose those questions and why you put them in the order in which they appear.

- When you are describing your **methodology**, consider using tables to summarise your work. Tables 3 and 4 are examples based on collecting primary data and secondary data respectively. Remember, you should also indicate which techniques were carried out on your own and which as part of a group.

Table 3. Primary data collection

Technique	Why used/purpose	Method: when/where	Justification of sampling type (if any)	Problems/limitations	Improvements
			any)		
Field measurements					
Land-use survey					
Field sketch					
Photographs					
Questionnaire/Interview					

Table 4. Secondary data collection

Technique	Why used/purpose	Method when/where	Justification of sampling type (if any)	Problems/limitations	Improvements
Government statistics					
Local area plan					
Local newspaper					
Websites					
Textbook					

## 5. How to make sense of the results through data presentation and analysis?

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When applying these presentation and analytical techniques, it is clear that one or more qualitative and quantitative technique should be used by the student.

- use and annotation of illustrative and visual material: base maps, sketch maps, OS maps (at a variety of scales), diagrams, graphs, field sketches, photographs, geospatial, geo-located and digital imagery
- use of overlays, both physical and electronic
- use of factual text and discursive/creative material and coding techniques when analysing text
- numeracy – use of number, measure and measurement
- questionnaire and interview techniques
- atlas maps
- weather maps – including synoptic charts
- maps with located proportional symbols
- maps showing movement – flow lines, desire lines and trip lines
- maps showing spatial patterns – choropleth, isoline and dot maps
- line graphs – simple, comparative, compound and divergent
- bar graphs – simple, comparative, compound and divergent
- scatter graphs, and the use of best fit line
- pie charts and proportional divided circles
- triangular graphs
- graphs with logarithmic scales
- dispersion diagrams
- measures of central tendency – mean, mode, median
- measures of dispersion – dispersion diagram, inter-quartile range and standard deviation

- inferential and relational statistical techniques to include Spearman's rank correlation and Chi-squared test and the application of significance tests.
- use of remotely sensed data
- use of electronic databases
- use of innovative sources of data such as crowd sourcing and 'big data'
- use of ICT to generate evidence of many of the skills provided above such as producing maps, graphs and statistical calculations.

### Data presentation and analysis

These go hand in hand since the best way to present data is one that encourages or allows analysis to take place. Most, if not all, of the available textbooks illustrate some of the many ways in which data can be accurately, meaningfully and attractively presented.

Remember the purpose of this part of the investigation is to present the data you collected in a way that is easy for the reader to understand, and allows you to analyse and interpret.

For presentation bear in mind the following:

- include a wide range of appropriately chosen representation techniques
- in a geographical investigation, methods of presenting material spatially (ie with maps) will be important. These may be based on existing maps or be specially drawn by you for the purpose in mind
- simple techniques often work very well, such as using overlays or using a map as a base upon which to plot other information • decide whether the data need spatial techniques or non-spatial techniques such as pie graphs
- photographs, preferably well labelled or annotated, are almost always useful
- computer graphics/geospatial mapping can help, and may be very attractive, but beware, you can overuse them and produce 'death by pie chart'
- use a range of quantitative and qualitative representations.

The data presentation section should not be isolated - often it is best integrated into an analysis or results section:

- line and scattergraphs are often very powerful aids and when a trend line or a line of best fit is added they become analytical
- if you are involved in an investigation which is based on strict 'hypothesis testing' principles don't forget the traditional and relatively straightforward techniques before you get stuck into deep statistical analysis. A balance between quantitative and qualitative approaches is often best
- statistics should be used with a purpose.

Difficulty in drawing a line of best fit on a scattergraph may suggest to you that you should apply a Spearman's rank correlation test to see if there is a valid correlation between your data sets. Most textbooks also provide details on a range of statistical skills including Spearman's rank correlation and the chi-squared test. Other statistical tests exist that are not referred to on the AQA specification – such as 21 Mann Whitney U, or Student's t-test.

You are at liberty to use these if you can, and if they are applicable – it may impress! Before using statistical tests:

- make sure that they are necessary, and that you have chosen the appropriate ones
- be sure you know how to interpret the results of the tests, taking into account the degrees of freedom for your data and confidence levels, as appropriate.

Quoting the final outcome of a statistical test is important, but you need to understand what it means in the context of your investigation. Most of your analysis will be in terms of written description and explanation. You need to be clear and precise in your expression, quoting your evidence and justifying your identification of trends, correlations, anomalies and relationships.

If done well, your presentation and analysis should run smoothly into your conclusions and evaluation (Term 2).



# Knowledge Organiser

Dance  
Year 13

Term 1  
2024/25



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## Dance Year 13 Term 1 – Sutra

Term Focus: This term, we will begin our analytical work on the anthology work Sutra. The last few decades have seen the emergence of several generations of successful practitioners working in Britain. Their choreographic skills have achieved considerable international recognition through their own work and that created for different companies. The work of these independent practitioners often reflects a range of styles and embraces cultural similarities and differences. This term we will analyse the work Sutra by Sidi Larbi Cherkoui and consider his influence on The Independent Dance Scene. The work will be explored in depth analysing and evaluating the following features:



### Prior Learning Links

- Literary vocabulary
- Writing analytically
- Modern Dance 1966 – 2000 into Independent Dance Scene 2000+

### Future Learning Links

- Writing analytically
- Finding connections between Sutra and IDCS

## 1. Who is Sidi Larbi Cherkoui?

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### Key Facts:

- Born 1976 in Antwerp, Belgium
- Flemish mother and Moroccan father = multi-cultural, multi-lingual household with his parents speaking Arabic, Spanish, French and Dutch
- Dual religion parents; he was influenced by both Catholicism and Islam
- At 15 he became hooked on dance, inspired by music videos and television (*Bruce Lee, Prince, Janet Jackson, Fame*). His father was against him taking part in any dance activities but Cherkoui immersed himself in dance classes once his parents separated aged 16/17
- After being talent-spotted, he participated as a dancer in variety of television program. At the same time he took classes in all kinds of styles – *ballet, tap, hip-hop, jazz, flamenco*
- At 19 he entered a national dance competition set up by Alain Platel, founder of the company 'Les Ballets C de la B' and won first prize for his solo which mixed voguing, hip-hop and African dance. This competition introduced him to contemporary dance
- (2000) Choreographed 'Ook' for the mentally disabled actors of Theater Stap
- 2004–2009 Cherkoui was based in Antwerp where he was artist in residence at Toneelhuis theatre = place of diversity, creating work that is varied in discipline and scale
- 2005- co-choreographed duet with Akram Khan entitled 'Zero Degrees', which accelerated Cherkoui's career drastically. He toured the globe with Khan and parted ways with mentor Alain Platel
- Cherkoui found touring was physically, emotionally and creatively draining and needed "a new way of expressing myself, a new place to be". He found it at the Shaolin Temples in China
- In 2008, Sadler's Wells named him as an Associate Artist and guest artistic director of NYDC (National Youth Dance Company). Here he premiered "Sutra"
- 2010- Cherkoui launched his own company, resident in his home town. Entitled Eastman, the company's name is the translation of his own Arabic surname.

## 2. What is Sidi Larbi's choreographic style?

Red Amber Green

### Subject Matter:

- Social and human issues *e.g. FOI (2003) and 911*
- Produces work via three routes -for his company, Eastman; large international companies such as Les Ballets, and with renowned duet partners such as Akram Khan
- Works with a wide range of 'performers'– dancers and non dancers
- Collaboration as a cultural exchange
- Interdisciplinary: collaboration with visual artists / musicians / actors.
- Integration of set within the movement (increasingly so in recent years), and set that changes around the dancers

- Theatrical: Dance Theatre as opposed to pure dance; Starts from Theatre first / Dance second
- His company “Eastman” fluctuates in size depending on his theme
- Pieces are highly researched in terms of subject matter / factual evidence.
- Sometimes continues key themes in different dance works because he feels there is still more to explore

### 3. What is Sidi Larbi’s movement style?

Red Amber Green

- Combines suppleness and acrobatics = contortionist and elements of yoga
- Mixture of styles (particularly ‘cultural fusion’) i.e. *Martial Arts, yoga, Kathak, African Dance, Hip hop etc.*
- Focus on the spine
- Elastic and fluid Dynamics; *the end of one move links seamlessly into the start of another*
- Gesture and Pedestrian movement
- Folding and unfolding
- Use of mirroring
- Utilising gravity
- Precise footwork and careful placement of movements (*inspired by his yoga and martial arts training*)
- Movement that revolves around and works with the set design

### 4. What are the origins of Sutra?

Red Amber Green

- **Zero Degrees:** growth in his success, however afterwards Sidi found himself struggling with mental, physical and creative fatigue. He therefore sought solace at the Shaolin Temple for several months. Shaolin, located in China, became his escape from the Western world
- **Shaolin Temple:** the main school of Buddhism to this day. Sidi was specially invited to practice with the monks by the Temple’s leader, who hoped Sidi could bring variety to the monks’ movement
- **Buddhism:** spiritual development leading to ‘enlightenment’. Buddhist practices include meditation, which develops awareness and wisdom.
- **Monk Discipline:** Shaolin monks have a strict way of living i.e. *during prayer and meal times talking is prohibited*
- **Shaolin Techniques:** Physical training techniques characterised by its speed and agility, and was developed originally as a defence art
- **Collaboration:** with Antony Gormely and Syzmon Brokska
- **Bruce Lee:** Followed him as a child, and appreciated the philosophy and physicality behind Kung Fu. He was interested in the explosive movement in short bursts followed by pure stillness

### 5. What is the subject matter of Sutra ?

Red Amber Green

- Buddhist philosophy
- Juxtaposition of the mind and body: (*two things placed together that have contrasting effect*)
- Kung Fu practices and the animals characteristics
- East vs. West: exploring cultural difference
- Freedom vs. Containment
- Cherkaoui’s spiritual journey whilst at the Temple
- Post-structuralism: philosophy of how you perceive objects i.e. *the boxes in Sutra- are they just a box? Or are they a coffin? A wall? Etc.*

### 6. What is the choreographic approach of Sutra ?

Red Amber Green

- Discussion: with the monks about their culture and Kung Fu/Buddhist teachings
- Observation: of all the monks doing the same thing in unison
- How to use the Boxes: Took ideas from playing with lego as a child, making them into different objects, but also post-structuralism as an artistic movement
- Musical score: The music was provided as a starting point before choreographing
- 11 year old Shi Yandong: head monk suggested him to expand the range of movement within the box due to his small size. He was also more open to experimentation with imagery during the improvisation process e.g. pretending to be a monkey climbing through the trees
- Traditional phrases of Kung Fu were used, which are trained to perfection in the Shaolin temple

- Adapted Choreography: Because the monks struggled with contemporary technique as it is less defined and more expressive compared to their Kung Fu training
- Antony Gormely: Invited to complete the set because he'd successfully worked with him on Zero Degrees
- Abstract Choreographic Structure Approach: All the sections were first choreographed, and then put into an order afterwards

## 7. What are the social and historical & cultural Influences on Sutra ?

Red

Amber

Green

- **Post-structuralism:** philosophical movement that analysed the way you perceive objects *i.e the boxes in Sutra- are they just a box? Or are they a coffin? A wall? Etc.*
- **Judson Dance Theatre:** Company in NYC that promote post-modern dance, and in particular pedestrian gestures and contact improvisation
- **Anne Teresa De Keersmaeker:** Founded P.A.R.T.s that Sidi trained at. Post modernist dance practitioner who developed pedestrian and repetitive movements
- **Wim Vandekeybus:** Pioneer in Flemish Contemporary dance and connected to P.A.R.T.S. Sidi co-choreographed an performed in his production IT (2002). Animal like and physical movement quality
- **William Forsyth:** Choreography using mathematical structure's. Sidi learnt about him during his training at P.A.R.T.S

## 8. What are the constituent features of the work ?

Red

Amber

Green

### Costume:

- Traditional monk robes in light grey, worn by students of the Shaolin monk temple. In certain scenes, they take off the top robe to reveal just a light grey t-shirt (=practicality). Tunic and trousers. Thick socks, which trousers are tucked into. Elastic leg bindings over socks in criss-cross pattern. Plain black plimsol/trainer like shoes
- 2<sup>nd</sup> half: Larbi was insistent on them wearing suits to challenge the stereotypical perception of monks. Black suit jacket and trousers with belt and light grey shirt.
- Sidi Larbi Cherkaoui: Shirt, baggy trousers with elastic band around the bottom, blazer. Plain white trainers. Blazer starts off light grey but switches to black with the monks in the 2<sup>nd</sup> half.

**Props:** Gunshus (wooden sticks), aluminium pole, Pu Dao swords, mini boxes, Qiang (spears)

**Performance Environment:** Proscenium Arch Theatre, but with modified wings (blocked off by screens, therefore can only enter and exit from gaps in set upstage left and right)

**Lighting:** Helps show and hide the musicians who are live on stage. Generally used to create focus or atmosphere, with simple changes

**Film Considerations:** use of both wide shots and close ups to dictate what the audience sees

### Use of Dancers :

- Sidi Larbi Cherkaoui: both choreographer and a dancer within the piece
- 17 Buddhist Monks aged between 11 and 26 years. 11 year old = Shi Yandong
- Monks are from the original Shaolin Temple in China, established in 495AD and considered the founding Buddhist temple. Monks practice Buddhism (*e.g. meditation, prayer, belief in enlightenment*) and martial arts such as Kung Fu everyday
- Number: 17 Buddhist Monks (16 adults, 1 child) plus Sidi Larbi Cherkaoui
- Role: Sidi represents a Westerner learning the Shaolin Monk way = foreigner. Sidi at the start appears as Yandong's master, but this relationship changes. Monks play themselves.
- Physique: Strong, flexible, variation in physique i.e. height, age, etc. but all able to complete choreography. Small size of Yandong = more varied use of box

- Gender: All male = Accurately reflects Shaolin monk culture. Although there are female Buddhist nuns, they do not practice in the Shaolin temple

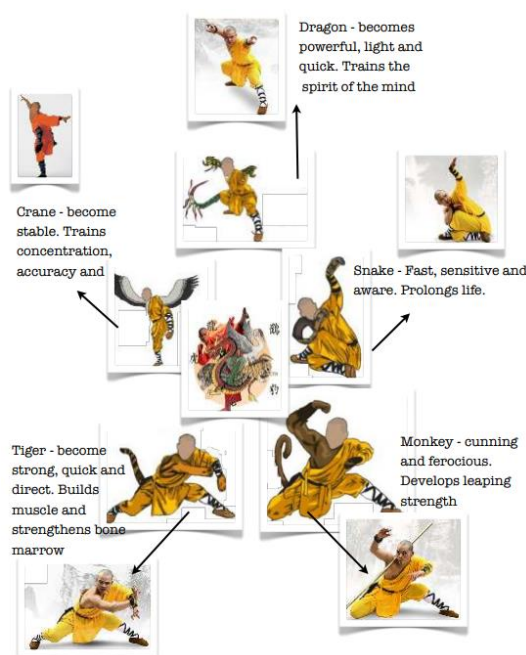
### Music:

- Collaboration with Polish composer Szymon Brzóska
- 5 piece Orchestra play live behind the gauze at the back of the stage
- Composed prior to the choreography
- He wanted the music to be meditative = relates to buddhist practice
- Also inspired by prayers which Sidi was involved in at the temple, as these involved percussion
- The musicians follow the monks, the monks don't follow the music because they are not dancers
- Voice: Traditional Kung Fu chants
- Silence: Used at different moments in the piece
- Sound: lots of found sound e.g. moving the boxes, squeaky shoes, jumps, banging staffs on the floor

## 9. What are the key characteristics of Kung Fu?

Red Amber Green

- One of the oldest, largest, and most famous styles
- Monks philosophy of unifying **Chan (Buddhism) and Quan (martial arts)**
- Monks used to watch the way animals would fight and incorporate these moves and techniques into Kung Fu
- Each animal assessed considering its physical characteristics as a fighter but also its benefits spiritually to the human personality



### Points of Discussion

- Post-structuralism
- Kung Fu Animals
- East vs. West
- Monk Discipline
- Use of Yandong (physique- small)
- Contortionist
- Improvisation
- Mutual co-existence/use of voice (lack of musical understanding)
- Freedom vs. containment
- History of the temple
- China Imagery
- Buddhism
- Justaposition

- Cherkaoui's spiritual journey

## HOME LEARNING TASKS

### Task Description

Done

1. Analyse the role performed by Sidi Larbi Cherkaoui within the choreography of Sutra. You should provide clear examples from Sutra to support your answer. (November, 2020)	
2. Discuss how the themes of 'Sutra' are communicated through the choreography. You should provide clear examples from 'Sutra' to support your answer. (June, 2019)	
3. Analyse the use of the physical setting in 'Sutra'. You should provide clear examples from 'Sutra' to show how the use of the physical setting enhances the choreographic presentation and intention. (June, 2018)	
4. Analyse the use of movement and dance styles in the choreography of 'Sutra'. You should provide clear examples from the work to show how the different styles enhance the choreographic presentation and intention. (June, 2017)	
5. Analyse the use of lighting, set and costume in Sutra (2008). You should consider how these components support the choreographic intention.	
6. Discuss the connection between the aural setting and the movement content in Sutra (2008). You should provide clear examples from Sutra to illustrate your answer.	
7. Discuss how the movement content in Sutra (2008) reveals Sidi Larbi's interest in the interplay between Eastern and Western culture. You should provide clear examples from Sutra to illustrate your answer.	
8. Discuss the influences on the choreography and movement content of Sutra (2008). You should provide clear examples from the choreographed sections of Sutra to support your discussion.	
9. Analyse how the collaboration of dance, music and physical setting in Sutra (2008) enhance the themes Cherkaoui was trying to portray.	
10. Analyse the use of aural setting in Sutra (2008). You should consider how it supports the choreographic idea.	
11. Analyse the movement content in at least three sections of Sutra (2008). How does the movement content support the choreographic intention?	
12. Discuss the range of styles, influences and stylistic features in Sutra (2008). How do they support the choreographic intention?	
13. Discuss the influences on the movement and choreographic styles of Sidi Larbi Cherkaoui. You should provide examples from Sutra (2008) and from other works by Cherkaoui to support your discussion.	
14. Discuss the origins of Sutra (2008). Give clear examples from Sutra that illustrate how these origins can be evidenced in Sutra.	
15. Analyse the significance of Sutra (2008) in the context of the choreographic career of Sidi Larbi Cherkaoui. You should provide examples from Sutra (2008) and from other works by Cherkaoui to support your answer.	
16. Discuss Cherkaoui's training and career both as a choreographer and dancer. How can these influences be seen in his choreography of Sutra (2008).	

17. Discuss the extent to which Sutra (2008) is said to be typical of Cherkaoui's choreographic style. You should provide clear examples from Sutra (2008) and Cherkaoui's other works to support your answer.	
18. Discuss the use of dancers in Sutra (2008) and make links to how this has affected the movement content of the choreography. You should provide examples from Sutra (2008) to support your answer	
19. Discuss the similarities and differences between Sutra (2008) and other works by Sidi Larbi Cherkaoui, analysing why this may be the case	
20. Analyse how Sutra (2008) reflects and responds to society, and why it has been a successful work for Sidi Larbi Cherkaoui.	
21. Discuss the stylistic features of Sutra (2008), using clear examples from the work to illustrate your points.	
22. Analyse the subject matter, its treatment and the dance form of Sidi Larbi Cherkaoui's Sutra (2008)	
23. Discuss the choreographic approach used in creating Sutra (2008)	
24. Examine the relationship between Sutra (2008) and its context within society and Sidi's career.	
25. Discuss the importance of Sutra (2008) in the development of both the choreographer and the genre.	

# Knowledge Organiser

French  
Year 13

Term 1  
2024/25



**The Abbey**  
School



## French Year 13 Term 1 – No et Moi by Delphine de Vigan

Term Focus – This term, we will begin our analytical work on the book No et moi by Delphine de Vigan. We will look at:

- Writing analytical literature essays
- The themes of the book
- The characters of the book
- The author's methods



### Prior Learning Links

- Literary vocabulary
- Writing analytically (Intouchables)
- All prior grammar points

### Future Learning Links

- Writing analytically
- Vocabulary for film and cinema

### 1. What is the plot?

**Red** **Amber** **Green**

Lou Bertignac has an IQ of 160 and a good friend called Lucas, who gets her through the school day. At home, her father cries in secret in the bathroom and her mother hasn't been out of the house properly for years. But Lou is about to change her life – and that of her parents – for good, all because of a school project she decides to do about the homeless. Through the project Lou meets No, a teenage girl living on the streets. As their friendship grows, Lou cannot bear that No is still on the streets when she goes back home – even if it is to a home that is saddened and desolate. She asks her parents if No can come to live with them. To her astonishment, her parents – eventually – agree. No's presence forces Lou and her parents to finally face the sadness that has enveloped them. But No has disruptive as well as positive effects. Can this shaky new-found family continue to live together?

### 2. What are the main themes?

**Red** **Amber** **Green**

Main Themes	Secondary Themes
Les sans-abri (homeless people)	L'exclusion (exclusion)
La solitude (loneliness)	La tristesse (sadness)
L'amour (love)	L'amitié (friendship)
L'adolescence (adolescence)	La famille (family)

### 3. Who is Lou Bertignac?

**Red** **Amber** **Green**

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Lou is academically exceptionally able. She has skipped classes. She is in Year 10 even though she is only 13. She has an IQ of 160. Her intellect allows her to take an interest in everything around her.</li> <li>• At the beginning, she is shy and socially awkward. She feels lonely and doesn't have any friends.</li> <li>• She has intellectual and solitary hobbies. She is passionate about words and grammar. Her favourite subject at school is French.</li> <li>• Lou feels different from other people. Lou is looking for emotion and affection.</li> <li>• Lou doesn't always understand things that are obvious to the adult reader.</li> <li>• She has a strong sense of justice and is an idealist.</li> <li>• As the story starts to unfold, Lou starts to lie to her parents.</li> </ul> | <ul style="list-style-type: none"> <li>• Intellectuellement précoce</li> <li>• Asociale</li> <li>• Exclue</li> <li>• Naïve</li> <li>• Un sens aigu de la justice</li> <li>• Utopiste</li> <li>• L'esprit vif</li> <li>• Jalouse</li> <li>• Manipulatrice?</li> </ul> |
|---|--|

### 4. Who is Nolwenn Pivet (No)?

**Red** **Amber** **Green**

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• When Lou first meets her, No is wearing dirty, worn-out clothes and has a tooth missing. She is thin and pale.</li> <li>• She was conceived when her mother was raped and was brought up by her grandparents until the age of 7.</li> <li>• At the age of 18, No is kicked out of the emergency centre where she was staying. She is homeless.</li> <li>• No is intimidating and can be initially aggressive with people that she encounters.</li> </ul> | <ul style="list-style-type: none"> <li>• Seule</li> <li>• Elle sait écouter</li> <li>• Agressive</li> <li>• Méfiante</li> <li>• Pas de diplômes</li> <li>• Indigne de confiance</li> </ul> |
|---|--|

<ul style="list-style-type: none"> <li>No leaves school when she is in Year 10. She finds it difficult to find a job and ends up working hotel bars and is paid for sex.</li> <li>No uses drugs and drinks alcohol. She has smoked since a young age.</li> <li>Despite her difficulties, No has a likeable side and is key in helping lift Anouk out of her depression.</li> </ul>	<ul style="list-style-type: none"> <li>Un côté aimable</li> </ul>
<b>5. Who is Lucas Muller?</b>	<b>Red Amber Green</b>
<ul style="list-style-type: none"> <li>Lucas is older than the other students, having been kept down a year due to poor performance.</li> <li>He is rebellious – he doesn't do his homework properly and gets poor grades.</li> <li>He is confident and outgoing. He is popular at school.</li> <li>Lucas' Dad is now living in Brazil and his mother in Neuilly with a new boyfriend, leaving Lucas alone in her apartment.</li> <li>Lucas is kind and encouraging with Lou from the very beginning of the story.</li> <li>There is an element of "opposites attract" with Lou and Lucas.</li> <li>In spite of his rebellious side, Lucas has principals. When he hasn't revised, he will not cheat from Lou.</li> <li>Lucas has a creative side – he plays the guitar and create a blog where he writes about comics, film and music.</li> <li>Lucas is a realist and less idealistic than Lou.</li> </ul>	<ul style="list-style-type: none"> <li>Plus âgé</li> <li>Rebelle</li> <li>Sûr de lui</li> <li>Abandonné par ses parents</li> <li>Attire par Lou</li> <li>Séduisant</li> <li>Créatif</li> <li>Réaliste</li> </ul>
<b>6. Who is Anouk Bertignac?</b>	<b>Red Amber Green</b>
<ul style="list-style-type: none"> <li>At the start, Anouk is suffering from severe depression. She hasn't been out of the apartment for years. She stays in bed and doesn't get dressed.</li> <li>We find out that the sudden death of her second daughter, Thaïs, was the cause of the depression.</li> <li>After the death of Thaïs, she has become detached and colder towards Lou.</li> <li>She appears to live in a parallel world.</li> <li>The arrival of No in the Bertignac family home has an immediate positive effect.</li> <li>As Anouk's condition improves, she becomes closer with her husband, but she is still cold towards Lou.</li> <li>Lou sees her mother's lack of affection as a form of violence.</li> </ul>	<ul style="list-style-type: none"> <li>Une grave dépression</li> <li>Distante</li> <li>Froide</li> <li>Agressivité passive</li> </ul>
<b>7. Who is Bernard Bertignac?</b>	<b>Red Amber Green</b>
<ul style="list-style-type: none"> <li>Bernard is extremely sad, but he hides this – the death of his daughter and his wife's depression has taken it out of him.</li> <li>After a change of job, Bernard leads a team of 25 people. He likes planning and organisation. He has a practical approach to life.</li> <li>He tries to remain as optimistic as possible about Anouk's condition.</li> <li>Bernard encourages Lou's intellectual development.</li> <li>Lou sees her father in a heroic light.</li> <li>Bernard can be assertive.</li> <li>He stands by his family during a difficult period.</li> <li>Bernard is astute – Lou realises this when he guesses that No is at Lucas' place.</li> </ul>	<ul style="list-style-type: none"> <li>Rationnel</li> <li>Rassurant</li> <li>Optimiste</li> <li>Héroïque</li> <li>Ferme</li> <li>Fiable</li> <li>Diplomate</li> <li>Malin</li> </ul>
<b>8. Who is Monsieur Marin?</b>	<b>Red Amber Green</b>
<ul style="list-style-type: none"> <li>He is a social sciences teacher. He also appears to be Lou's form tutor.</li> <li>He is a strict teacher. Lou calls him 'la terreur du lycée'</li> <li>He is very vigilant, and he sees everything that is going on in his class.</li> <li>He can also be kindly and helpful. He goes out of his way to find resources to help Lou with her presentation.</li> <li>He treats all students the same.</li> <li>He is academically able but appears to have his head in the clouds, a bit like Lou.</li> </ul>	<ul style="list-style-type: none"> <li>Strict</li> <li>Vigilant</li> <li>Bienveillant</li> <li>Serviable</li> <li>Juste ?</li> <li>La tête dans les nuages</li> </ul>

- On his last day, he appears sad despite claiming that standards go down every year.
- Although he is strict, the students appear to like him.

- Intellectuel

## 9. How do I write an Introduction?

Red

Amber

Green

The introduction is used to set out your intentions for the essay.

An introduction should have the following:

1. Context – a brief, relevant introduction to the context of the book. This could be a brief overview of the plot, characters or themes depending on the essay question.
2. Essay plan – state how you are going to answer the question. What are you going to cover? How are you going to structure your essay?

### Introduction Phrases

**Dans le livre, qui a été écrite par Delphine de Vigan, un des thèmes phare est celui de...**

(In the book, which was written by Delphine de Vigan, one of the key themes is...)

**J'ai l'intention d'aborder**

(I intend to address)

**Au début de l'histoire**

(At the start of the story)

**Le récit se passe dans...**

(The story takes place in...)

**L'action se déroule...**

(The action takes place...)

**Dans cette dissertation, j'ai l'intention de...**

(In this essay, I intend to...)

**Dans cette dissertation, j'examinerai...**

(In this essay, I will examine...)

## 10. How do I structure a point?

Red

Amber

Green

You should follow the structure below for each point:

1. Point (P) – this must relate to the question.
2. Evidence (E) – what can you take from the book to support your point.
3. Explanation (E) – how does your point and evidence answer the question?

Point	Evidence	Explanation
<b>...nous montre que</b> (...shows us that)	<b>Il nous que nous constatons/notions que</b> (We see that)	<b>Cela nous mène à...</b> (This leads us to)
<b>...nous souligne que</b> (...shows us that)	<b>On peut voir</b> (We can see)	<b>Cela renforce l'idée que...</b> (This reinforces the idea that...)
<b>...nous dépeint</b> (...shows us that)	<b>Prenons par exemple</b> (Let's take for example)	<b>Cela signifie que</b> (This means that)
<b>Met l'emphase sur</b> (puts the emphasis on)	<b>Par exemple</b> (For example)	<b>Ainsi,</b> (Thus)
<b>Met l'accent sur</b> (puts the emphasis on)	<b>La scène dans laquelle</b> (The scene in which)	<b>Par conséquent</b> (Consequently)
<b>Pour autant que je sache</b> (As far as I know)	<b>La scène à laquelle je souhaite faire référence est celle où...</b> (The scene in which I wish to make reference to is the one where...)	<b>Être dû à</b> (To be down to)
<b>À ma connaissance</b> (As far as I know)		<b>Pour cela,</b> (For this,)
<b>Il semble que + SUB</b> (It seems that)		

	Point	Explanation
	<b>Il est clair que</b> (It's clear that)	<b>... tente de nous faire rendre compte que</b> (...tries to make us realise that)
	<b>Afin de souligner...</b> (To point out)	<b>À travers... on peut voir...</b> (Through... we can see...)
	<b>Cela saute aux yeux que..</b> (It is quite obvious that)	<b>Pour cette raison</b> (For this reason)
		<b>Malgré le fait que + SUB</b> (Despite the fact that + subjunctive)
		<b>Il paraît donc évident que</b> (It therefore seems evident that)

### 11. How do I write a conclusion?

Red

Amber

Green

The conclusion is used to summarise your essay. The conclusion should do the following:

1. You should leave the reader with a clear idea of what you think the answer to the essay question is.
2. You should not introduce new ideas. Your conclusion must link to the evidence in your main paragraphs.

#### Concluding Phrases

##### En guise de conclusion

(In arriving at that conclusion...)

##### Pour conclure,

(To conclude,)

##### Je voudrais conclure en disant que

(I would like to conclude by saying that)

##### Bien qu'il y ait plusieurs raisons pour lesquelles

(Although there are many reasons for which)

##### En fin de compte

(In the end)

##### En résumé

(In brief / In a nutshell)

### 12. How do I get the marks in an essay?

Red

Amber

Green

#### Critical and Analytical Response (20 marks)

To provide a critical and analytical response, students should select relevant material, present and justify points of view, develop arguments, draw conclusions based on understanding and evaluate issues, themes and cultural and social contexts.

#### Range of grammatical structures and vocabulary (20 marks)

This assesses the ability to use a range of grammatical structures and vocabulary in order to produce articulate written communication with a range of expression.

#### Accuracy of language (10 marks)

This assesses the ability to apply grammar and syntax accurately.

#### HOME LEARNING TASKS

##### Task Description

Done?

Complete a character study of any of the characters from the book.

Identify key quotes for each theme of the book.

Revise language used for writing an essay.

Re-read key chapters.

Complete a plot summary.	
Use your No et Moi work book to complete any missing pages.	

# Knowledge Organiser

**Criminology**  
**Year 13**

Term 1  
2024/25



**The Abbey**  
School

# Criminology Year 13 Term 1 – Unit 3 Crime Scene to Court Room- Controlled Assessment LO1

In this second year of study we will be looking at the processes of crime scene to court room. Part of this investigation will be looking at the effectiveness of key personnel looked at in term 6 and how evidence is collected processed and investigations carries out. The case studies investigated also in term 6 will start to be linked to the concepts explored this term.

## Prior Learning Links:

In term 6 you would have completed the key case studies for Unit 3 and completed the criminology project enhancing critical skills of independence and research moving into this 2<sup>nd</sup> year of study.

Links continue with KS5 Core on British Values SMSC throughout this unit.

Some students taking A Level Politics may also have knowledge of Government and Politics which can be linked to specific elements in Unit 3 and 4.

## Future Learning Links:

In LO2 and 3 students will move onto how the evidence explored in LO1 can be used in the court and charging process. The case studies will explore validity and overall conclusions about these processes.

As in year one the course follows a synoptic thread with concepts from year one and two flowing throughout the course.



## KEY VOCABULARY

**DNA-** The chemical that carries genetic information and is contained in chromosomes found in the nucleus of most cells. Sometimes called our genetic code as it determines all our characteristics.

**Surveillance-** Keeping a close watch over something or someone.

**Covert surveillance-** Undercover or not obvious monitoring.

**Geographical profiling-** Considers patterns revealed in the location and timing of offences to make judgements about where the offender lives (circle theory).

**Investigative psychology-** A profiling technique based on psychological theory and research to provide support for suspects identification and crime linking to evidence.

**Typological profiling-** Considers characteristics of the offender by analysing the crime scene and crimes.

**Barnum effect-** When individuals give high accuracy ratings to descriptions of themselves. However, the descriptions are in fact vague and very general, capable of being applied to a wide range of people.

**Entomology-** The scientific study of insects.

**Locard's exchange principle-** Dr Edmond Locard was a French forensic scientists, often informally referred to as 'Sherlock Holmes of France'. He was a pioneer in forensic science techniques, including the exchange principle that something is added to and removed from an environment every time someone enters in.

**Rules of evidence-** Legal rules that explain when evidence, as in a court cause, is admissible and when it will be disallowed or ruled inadmissible.

**Vulnerable witness-** Anyone under the age of 17, or a victim of a sexual offence, or a person whose evidence or ability to give evidence is likely to be diminished by reasons of mental disorder, significant intelligence or physical impairment.

**Patent-** Clearly visible to the naked eye.

**Latent-** Not visible to the naked eye.

**Forensic odontologist-** Someone who can present dental knowledge in legal cases.

**Custody officer-** The police officer, of at least the rank of sergeant, who is responsible for the care and welfare of an arrested person.

**Indicatable offences-** A serious offence that must be dealt with at a crown Court.

<b>LO1 Understand the process of criminal investigations</b>			
AC1.1 Evaluate the effectiveness of the roles of personnel involved in criminal investigations- <b>Who should enter?</b> (p99-103).	<b>Red</b>	<b>Amber</b>	<b>Green</b>
<ul style="list-style-type: none"> <li>• A range of personnel</li> <li>• A clear and detailed evaluation of the effectiveness of the roles of personnel I criminal investigations, including strengths and limitations</li> <li>• Limitations that focus on cost, availability and expertise</li> <li>• Examples (cases to support evaluation)?</li> </ul>			
AC1.2 Assess the usefulness of investigative techniques in criminal investigations- <b>Does the evidence hold the answers?</b> (p103-106).	<b>Red</b>	<b>Amber</b>	<b>Green</b>
<ul style="list-style-type: none"> <li>• A range of investigative techniques</li> <li>• A clear and detailed assessment of the usefulness of the investigative techniques used in criminal investigations</li> <li>• Examples (cases to support the assessment)</li> <li>• Situations and types of crime where each technique is most useful?</li> </ul>			
AC1.3 Explain how evidence is processed- <b>How is evidence collected and analysed appropriately?</b> (p106-109).	<b>Red</b>	<b>Amber</b>	<b>Green</b>
<ul style="list-style-type: none"> <li>• Description of physical and testimonial evidence</li> <li>• A clear detailed explanation of how evidence is processed, including the collection, transfer, storage and analysis</li> <li>• The personnel involved during the process</li> <li>• Case examples?</li> </ul>			
AC1.4 Examine the rights of individuals in criminal investigations- <b>How is a suspect prosecuted?</b> (p110-113).	<b>Red</b>	<b>Amber</b>	<b>Green</b>
<ul style="list-style-type: none"> <li>• The rights of the suspect, victims and witnesses</li> <li>• A clear examination of the rights of all individuals in criminal investigations?</li> </ul>			
<b>HOME LEARNING TASKS</b>			
<b>Task Description</b>	<b>Done?</b>		
<b>Complete all Cornell notes for past lessons.</b>			
<b>Complete A3 notes for controlled assessment.</b>			
<b>Completed practice attempts for each AC.</b>			
<b>Undertake additional reading or research on current AC.</b>			
<b>Check Mr Purnell's mind maps for any missing key information.</b>			
<b>Completed Quizlet tasks to improve use and understanding of key terms.</b>			



# Knowledge Organiser

Media  
Year 13

Term 1  
2024/25



**The Abbey**  
School

# Subject Year 13 Term 1 – Unit 10 LA A

Term Focus –

## Prior Learning Links

- Genre/Film making techniques/Narrative/Character types

## Future Learning Links

- Unit 8



## KEY VOCABULARY

### KEY WORDS

**Narrative**- The way that a story is presented to the audience  
**Genre**- The category a media product falls into e.g. horror. These can be expanded to include **hybrid genres** e.g. horror/comedy or sub divided into more precise **sub-genre** categories such as Zombie, Paranormal etc  
**Character**- pretty self-explanatory this one!  
**Conventions**- something you would expect to see, these help us classify products into genres. E.g. in a sci-fi we would expect to see future technology etc  
**Lighting**- The way a scene/character is lit in a media product  
**Sound**- What the audience can/can't hear  
**Editing**- How the different clips that have been recorded are sequenced together

### KEY SUBJECT TERMINOLOGY

**Todorov**- came up with the 5 stages theory to analyse narratives  
**Propp**- identified a number of different recurring character types in narrative  
**Linear**- when a narrative plays out in chronological order  
**Non-linear**- when a narrative jumps about in time using flashbacks or forwards  
**Cinematography**- the term used for how a scene is filmed  
**Mise en scene** – the term used for the different visual aspects you can see in a film  
**Diegetic sound**- sound that comes from within the product (characters could hear it)  
**Non-diegetic**- Music added to the product e.g. music or narration (characters cannot hear it)

1.

Red

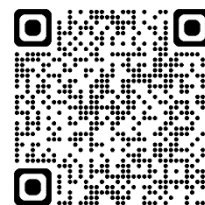
Amber

Green

[How to analyse a film: the complete beginners guide \(youtube.com\)](https://www.youtube.com/watch?v=...)

Watch this video on the basics for analysing a film.

Compare it to the analysis you have done for your two films for Unit 10 LA A



2.

Red

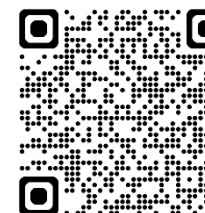
Amber

Green

[Learn film analysis in 20 films \(youtube.com\)](https://www.youtube.com/watch?v=...)

Watch this 2<sup>nd</sup> video on the basics for analysing a film.

Compare it to the analysis you have done for your two films for Unit 10 LA A



3.

Red

Amber

Green

Go back to your OneNote for Unit 1 Representations and revise sections on Narrative.

Ensure that you understand the following terms:

- Linear and non-linear narrative
- Circular narrative
- Todorov and the five stages of narrative

Ensure that you can apply these to the films you have selected

4.

Red

Amber

Green

Go back to your OneNote for Unit 1 Representations and revise sections on Character.

Ensure you understand the following:

- Character arcs
- Archetypes
- Countertypes
- Stereotypes
- Propp and his character types

5.

Red Amber Green

Go back to your OneNote for Unit 1 Representations and revise sections on Genre conventions. Ensure you understand the terms Hybrid and Sub Genre too.

Ensure that you are clear on the conventions that you would expect to see in the two genres you have selected for your two films.

Complete the two tables:

Film Name and Genre:	What typical narrative and character conventions from the genre are present?	What other genre conventions are present? E.g. colours, props, costumes
Film 1:		
Film 2:		

Film Name:	What typical narrative and character conventions from the genre are not present?	What other genre conventions have been subverted? E.g. colours, props, costumes
Film 1:		
Film 2:		

6.

Red Amber Green

Time to revise some filming techniques:

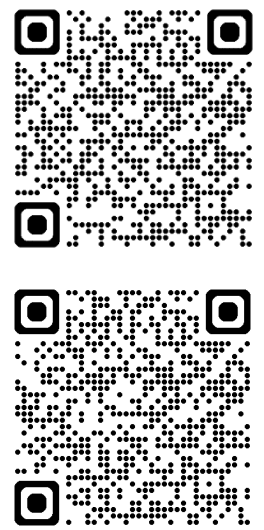
First off- Cinematography!

[How to analyse cinematography \(youtube.com\)](https://www.youtube.com/watch?v=...)

[How to Speak Movie Part 1: The Camera \(youtube.com\)](https://www.youtube.com/watch?v=...)

Ensure that you know:

- All the different framing names from Extreme Wide Shot to Extreme Close Up
- The different angles
- The different ways the camera can move



7.

Red Amber Green

Pick a short (30-60 seconds) film clip and analyse how cinematography has been used to create meaning.

Aim for 300 words

8.

Red

Amber

Green

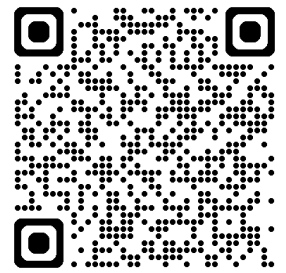
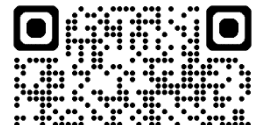
Next I want you to do Mis en scene

[How to Speak Movie Part 2: Mise en Scène \(youtube.com\)](#)

[How to read mise en scène | Visual film analysis explained! \(youtube.com\)](#)

Ensure that you know the following categories in detail:

- Props
- Costume/Make-up
- Setting
- Visual effects
- Colour
- Lighting (this one especially has a lot to know)



9.

Red

Amber

Green

Pick a short (30-60 seconds) film clip and analyse how Mise en scene has been used to create meaning.

Aim for 300 words

10.

Red

Amber

Green

Finally, I want you to look back over Editing and Sound

[How to Speak Movie Part 3: Editing \(youtube.com\)](#)

[How to analyse sound in film - YouTube](#)

Ensure you know the following:

- Transitions e.g. Cuts, dissolve, wipes, fades
- Continuity editing
- Fast/slow cutting
- Match cuts
- Diegetic and non-diegetic sound



11.

Red

Amber

Green

Pick a short (30-60 seconds) film clip and analyse how editing and sound have been used to create meaning.

Aim for 300 words

12.

Red

Amber

Green

Using your phone, try to recreate a 5 second sequence that you analysed in one of the above tasks. You would need to film each clip separately. If you are able, edit the clips together using the basic clip editing software.

# Knowledge Organiser

Psychology  
Year 13

Term 1  
2024/25



**The Abbey**  
School

# Psychology Year 13 Term 1 – Stress & Aggression

Simple Psychology-Stress

Psychboost-Aggression

TJP- The topic of stress is something we can all relate too. This unit will consolidate and use many of the concepts in biopsychology, approaches, psychopathology and research methods.

EMD- The topic of aggression focuses on and debates whether it is the innate, animalistic, evolutionary drives that make us aggressive, or whether we learn aggressive behaviour from the role models around us.

## Prior Learning Links:

You will have completed year 1 components including Approaches, Research Methods, Memory, Psychopathology, Attachment, and Social Influence, Biopsychology and Issues and debates. These themes link into the final topics this term and year.

## Future Learning Links:

In year two students must complete 3 option modules for exam paper 3. Stress has been selected as it links to Biopsychology and Psychopathology from year one. This allows knowledge can be interleaved from other tropics strengthening knowledge and understanding.



## KEY VOCABULARY

### KEY TERMINOLOGY- Stress (TJP)

**Adrenaline and noradrenaline** Hormones associated with arousal of the sympathetic nervous system, causing the physiological sensations related to the stress response (raised heart rate, sweating, etc.). Also neurotransmitters.

**Cortisol** A hormone produced as a result of chronic stress, with both positive and negative effects (e.g. burst of energy and reduced immune response).

**General adaptation syndrome** Describes how all animals cope with stress in an initially adaptive way, but ultimately leading to illness. The three stages are alarm, resistance and exhaustion.

**Hypothalamic pituitary-adrenal system** Parts of the brain and body that are involved in the long term (chronic) stress response, involving cortisol.

**Sympathomedullary pathway** The parts of the body involved in the immediate response to stress (fight-or-flight) involving adrenaline.

**Cardiovascular disorder** Refers to any disorder of the heart (such as coronary heart disease, CHD) and circulatory system (such as hypertension, commonly known as high blood pressure) as well as strokes (restricted blood flow to parts of the brain).

**Immunosuppression** Literally means the suppression of the body's immune system – a system of cells within the body that is concerned with fighting intruders such as viruses and bacteria so they cannot infect the body. For example, white blood cells (leucocytes) identify and eliminate foreign bodies (antigens).

**Life changes** Events in a person's life (such as divorce or bereavement) that require a significant adjustment in various aspects of a person's life. As such, they are significant sources of stress.

**Life change units (LCUs)** A number assigned to each life event to represent how much stress is created. The higher the number, the more stressful.

### KEY TERMINOLOGY- Aggression (EMD)

**Limbic system** A system of structures lying beneath the cortex (i.e. subcortical), including the amygdala, hippocampus and hypothalamus. The region is associated with emotional behaviour.

**Serotonin** A neurotransmitter implicated in many different behaviours and physiological processes, including aggression, eating behaviour, sleep and depression.

**Testosterone** A hormone produced mainly by the testes in males, but also occurring in females. It is associated with the development of secondary sexual characteristics in males (e.g. body hair), but has also been implicated in aggression and dominance behaviours.

**Genetic factors** The likelihood of behaving in a particular way is determined by a person's genetic make-up, i.e. it is inherited from parents.

**MAOA Monoamine oxidase A (MAOA)** is an enzyme that, among other things, regulates the metabolism of serotonin in the brain.

**Ethological explanation** Stresses the adaptive value of animal behaviours. Ethologists study the behaviour patterns of animals in their natural environments.

**Fixed action pattern** A repertoire of stereotyped behaviours which occur in specific conditions (i.e. in response to specific triggers) and which do not require learning.

**Innate releasing mechanism** A neural network that, when stimulated by the presence of a sign stimulus, communicates with motor control circuits to activate the fixed action pattern associated with that sign stimulus.

**Evolutionary explanations** Focus on the adaptive nature of behaviour, i.e. modern behaviours are

**Daily hassles** Are the 'irritating, frustrating, distressing demands that to some degree characterise everyday transactions with the environment' (Kanner et al., 1981).

**Daily uplifts** Are the opposite – they are the minor positive experiences of everyday life, for example receiving a compliment at work or feeling good about one's appearance.

**Job control** The extent to which a person feels they can manage aspects of their work, such as deadlines and work environment.

**Workload** The amount of effort and/or activity involved in a job. It is quite often discussed as 'job demand', i.e. the amount required for a person to do during their working day.

**Workplace stress** Aspects of our working environment (such as work overload or impending deadlines) that we experience as stressful, and which cause a stress reaction in our body.

**Hassles and Uplifts Scale (HSUP)** A self-report scale devised to assess both daily hassles and daily uplifts. Hassles and uplifts are scored on a 3-point scale for severity and frequency respectively. The two scores are reported separately.

**Physiological measures of stress** Any method that is based on the body's physical response to stress and thus related to effects of the sympathomedullary pathway or hypothalamic pituitary-adrenal system.

**Skin conductance response** A measurement of the electrical conductivity of the skin, because this is increased when sweat is produced, and sweat is related to arousal of the sympathetic nervous system.

**Social Readjustment Ratings Scale (SRRS)** A self-report scale devised to assess life events over a set period of time. There are 43 events on the scale, each of which is related to a certain number of life change units (LCUs).

**Type A personality** Is characterised as someone who experiences constant time pressure, competitiveness in work and social situations, and anger, i.e. being easily frustrated by other people.

**Type B personality** Is characterised by an easy going, relaxed and patient approach to life.

**Type C personality** Is characterised by extreme emotional suppression and a desire to please others.

**Hardiness** A style of personality which provides defences against the negative effects of stress. The characteristics are: having control over one's life, commitment (i.e. a sense of involvement in the world) and challenge (i.e. life changes are opportunities rather than threats).

**Benzodiazepines** A class of drug used to treat stress and anxiety. They facilitate the action of the neurotransmitter GABA in quietening down neurons in the brain.

**Beta blockers** Decrease stress and anxiety by blocking the effects of adrenaline and noradrenaline, which are part of the sympathomedullary response to stress.

**Stress inoculation therapy** A type of CBT which trains people to cope with anxiety and stressful situations more

believed to have evolved because they solved challenges faced by our distant ancestors and so became more widespread in the gene pool.

**Frustration–aggression hypothesis** This sees aggression being the consequence of frustration, defined as 'any event or stimulus that prevents an individual from attaining some goal and its accompanying reinforcing quality'.

**Social learning** Learning Through observing others and imitating behaviours that are seen to be rewarded.

**De-individuation** A psychological state in which individuals have lowered levels of self-evaluation (e.g. when in a crowd or under the influence of alcohol) and decreased concerns about evaluation by others.

**Dispositional explanations** Emphasise the causes of a particular behaviour as being due to the enduring characteristics of the individuals involved rather than any aspect of the situation they are in.

**Institutional aggression** Refers to aggressive acts that are found in particular violent institutions such as prisons.

**Situational explanations** Emphasise the causes of a particular behaviour as being due to the context in which it occurs rather than any enduring characteristics of the individuals involved.

**Media influences** Are changes in behaviour that are attributed to exposure to media such as TV or computer games.

**Cognitive priming** Refers to a temporary increase in the accessibility of thoughts and ideas. For example, violent media activates thoughts or ideas about violence, which activate other aggressive thoughts through their association in memory pathways.

**Desensitisation** Explanations based on this assume that, under normal conditions, anxiety about violence inhibits its use. Media violence may lead to aggressive behaviour by removing this anxiety.

**Disinhibition** Exposure to violent media legitimises the use of violence in real life because it undermines the social sanctions that usually inhibit such behaviour.

effectively by learning skills to 'inoculate' themselves against the damaging effects of future stressors.

**Biofeedback** A method of stress management that involves a person learning to control aspects of autonomic functioning through the use of operant conditioning.

**Emotion-focused coping** A way to cope with stress by tackling the symptoms of stress, for example the anxiety that accompanies stress.

**Problem-focused coping** A way to cope with stress by tackling the factor(s) causing the stress, often in a practical way.

**Tend-and-befriend response** An adaptive response to stress in female animals, related to protecting offspring (tend) and relying on the social group for mutual defence (befriending).

**Emotional support** Is focused on what a person is feeling – the anxiety associated with stress and trying to find ways to reduce those feelings.

**Esteem support** Increasing a person's sense of self-worth so they can feel more confident about coping with both instrumental and emotional issues.

**Instrumental support** is when direct aid and actual material services are offered. Is sometimes called tangible support.

### Stress (TJP)- Why is stress so stressful?

1. General adaption syndrome- Can stress save your life? (p225)	Red	Amber	Green
Q. Explain the effects of general adaption syndrome (GAS) on the body. Q. How might we criticise the concept of GAS?			
2. Sympathomedullary pathway- Why is your body taking sympathy on you? (p226)	Red	Amber	Green
Q. What is the role of the sympathetic nervous system in responding to stress?			
3. Hypothalamic- pituitary- adrenal system- Why are we so hormonal? (p227)	Red	Amber	Green
Q. Explain the role of cortisol in responding to stress. Essay question- Discuss the physiology of stress. (16 marks)			
4. Immunosuppression- Should we suppress our stress? (p228)	Red	Amber	Green
Q. What has research shown about the effects of stress on the immune system? Q. Explain one criticism of the supposed link between stress and the functioning of the immune system.			
5. Cardiovascular disorders- Can you outrun your stress? (p229)	Red	Amber	Green
Q. What has research shown about the relationship between stress and cardiovascular problems? Essay question- Describe and evaluate research into the role of stress in illness. (16 marks)			
6. Life changes and daily hassles- Should we sweat the small stuff? (p230)	Red	Amber	Green
Q. Explain the difference between a daily hassle and a life change. Essay question- Describe and evaluate research into life changes as a source of stress. (16 marks) Essay question- Discuss research into daily hassles as a source of stress. (16 marks)			
7. Workplace stress- Does work set you free? (p231)	Red	Amber	Green
Q. Explain how one factor associated with the workplace may cause stress. Essay question- Discuss research into the effects of workload and control on workplace stress. (16 marks)			
8. Self-report scales- How can we self-access our stress? (p232)	Red	Amber	Green
Q. Outline one criticism of using self-report data to investigate stress.			
9. Physiological measures of stress- Can I take your heart rate? (p233)	Red	Amber	Green
Q. Explain one useful application of biological methods of measuring stress. Essay question- Describe and evaluate methods of measuring stress. (16 marks)			
10. Types A, B and C personality- Are some people stress heads? (p234)	Red	Amber	Green
Q. Explain how personality type may be related to effects of stress. Essay question- Discuss research into personality type as individual differences in stress. (16 marks)			
11. Hardiness- Do you need to beef up? (p235)	Red	Amber	Green
Q. Outline one criticism of the relationship between hardiness and stress. Essay question- Describe and evaluate hardiness as an individual difference in stress. (16 marks)			
12. Drug therapy- Can we medicate to stress free lives? (p236)	Red	Amber	Green



Q. Explain the negative effects of using drugs to treat stress. Essay question- Discuss drug therapy as a method of managing and coping with stress. (16 marks)			
13. Stress inoculation training- Can we vaccinate stress? (p237)	Red	Amber	Green
Q. Outline the process used in stress inoculation training. Essay question- Describe and evaluate stress inoculation therapy as a method of managing and coping with stress. (16 marks)			
14. Biofeedback- Do you know how your body feels? (p238)	Red	Amber	Green
Q. Evaluate biofeedback as a method to treat stress. Essay question- Discuss biofeedback as a method of managing and coping with stress. (16 marks)			
15. Gender differences- Are men and women less or more stressed? (p239)	Red	Amber	Green
Q. Compare ways in which men and women have shown to respond differently to stress. Essay question- Describe and evaluate research into gender differences in coping with stress. (16 marks)			
16. Social support- Does safety in numbers work? (p240)	Red	Amber	Green
Q. Identify two types of social support and explain how they differ. Essay question- Discuss the role of social support in coping with stress. (16 marks)			
<b>Aggression (EMD)- Why are we so aggressive?</b>			
1. Neural and hormonal mechanisms – Do you have an ‘angry’ brain? (p245)	Red	Amber	Green
Q. Briefly outline one study that looks into the role of testosterone and aggression. Essay question- Discuss the role of neural and/or hormonal mechanisms in aggression. (16 marks)			
2. Genetic factors - Do your genes make you ‘angry’? (p246)	Red	Amber	Green
Q. Evaluate genetic explanations of aggression. Essay question- Discuss the role of genetic factors in aggression. (16 marks)			
3. Ethology – What would you do to protect your pack? (p247)	Red	Amber	Green
Q. Explain how the innate releasing mechanism works. Q. Explain what is meant by a fixed action pattern. Essay question- Describe and evaluate the ethological explanation of aggression. (16 marks)			
4. Evolutionary explanations – Are you as aggressive as a caveman? (p248)	Red	Amber	Green
Q. Outline the roles of infidelity and jealousy in evolutionary explanations of aggression. Essay question- Discuss evolutionary explanations of human aggression. (16 marks)			
5. Deindividuation and frustration – Are you aggressive or just a bit frustrated? (p249)	Red	Amber	Green
Q. Outline one social psychological theory of aggression. Essay question- Describe and evaluate de-individuation as an explanation of human aggression. (16 marks) Essay question- Describe and evaluate research into the frustration-aggression hypothesis as an explanation of human aggression. (16 marks)			
6. Social learning theory – When did you learn to fight? (p250)	Red	Amber	Green
Q. Briefly explain social learning theory as an explanation of aggression. Essay question- Discuss the social learning theory of human aggression. (16 marks)			
7. Institutional aggression - Would you be an aggressive prisoner? (p251)	Red	Amber	Green
Q. Evaluate the role of situational and dispositional factors in explaining aggression in prison. Essay question- Discuss explanations of institutional aggression in the context of prisons. (16 marks)			
8. Media influences – Do you watch your temper? (p252)	Red	Amber	Green
Q. Outline the strengths and weaknesses of research into the influence of media on aggression. Essay question- Describe and evaluate research into the effect of computer games on aggression. (16 marks) Essay question- Discuss media influences on aggression. Refer to desensitisation, disinhibition and cognitive priming in your answer. (16 marks)			
<b>HOME LEARNING TASKS</b>			
Task Description			Done?
Complete all Cornell notes for past lessons.			
Key reading of pages of revision guide/workbook.			
Completed essay plan A3 sheet up to current lessons.			
Completed additional exam questions available from Teams.			
Used QR code to watch or read Simple Psychology and PsychBoost videos to improve knowledge.			
Completed Quizlet tasks to improve use and understanding of key terms.			

# Knowledge Organiser

Sports Science  
Year 13

Term 1  
2024/25

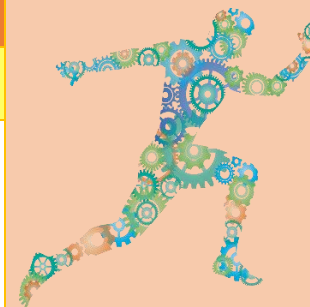


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School

# Sport Science // Year 12 // Terms 1-5

BTEC National Level 3 Sport Science (Extended Certificate and Diploma)

Unit 1: Anatomy and Physiology



## Prior Learning Links

- R182 from Cambridge National at Level 2.
- Previous knowledge of body systems and short/long term effects of exercise.

## Future Learning Links

- Some areas of content will help with Unit 2 exam, such as blood pressure.
- A great foundation for any Sport Science degree at university.

## KEY VOCABULARY

### KEY WORDS & TERMINOLOGY

**Learning Aim A:** The effects of exercise and sports performance on the skeletal system.

#### Key terms:

- ✓ Anatomy – study of the structure of the body such as skeletal, muscular or cardiovascular systems.
- ✓ Physiology – study of the way that the body responds to exercise and training
- ✓ Cancellous Bone – light and porous bone material that has a honeycomb or spongy appearance.
- ✓ Axis – a centre line through any body or object. The line should be symmetrical.
- ✓ Ligaments – short bands of tough and fibrous flexible tissue that holds bones together.
- ✓ Concave – having an outline or surface that curves inwards.
- ✓ Intervertebral discs – fibrocartilaginous cushions that act as the spine's shock absorbing system and prevent injury to the vertebrae and brain.
- ✓ Tendon – Strong fibrous tissue that attaches muscle to bone.
- ✓ Calcium – A mineral essential for bone growth and found in a wide range of foods including milk, cheese, yoghurt, nuts, broccoli and beans.
- ✓ Articulation – Where two or more bones meet.
- ✓ Concave – Where the bone curves or is hollowed inwards.
- ✓ Convex – Where the bone curves outwards.
- ✓ Flexibility – The range of movement around a joint or group of joints.
- ✓ Soft Tissue – The tissue that connects, supports and surrounds structures such as joints or organs. It includes tendons, ligaments, skin, fat and muscles.
- ✓ Viscous – Describes how thick a fluid is. If synovial fluid is too thick then it will be hard to move the joint.

**Learning Aim B:** The effects of exercise and sports performance on the muscular system

#### Key terms:

- ✓ Origin – The fixed end of the muscle that remains stationary.
- ✓ Insertion – The end of the muscle that moves. The insertion normally crosses over a joint to allow movement when the muscle shortens.
- ✓ Mitochondria – The organelles (parts of cells) in the body where aerobic respiration takes place.
- ✓ Aerobic Respiration – The process of producing energy using oxygen, where energy is released from glucose.
- ✓ Anaerobic activity – Activity where your body uses energy without oxygen; that is, activity that results in muscle cells using anaerobic respiration.
- ✓ Anaerobic Respiration – The process of breaking down glucose without oxygen to produce energy.
- ✓ Eccentric Muscle Contraction – Where a muscle lengthens as it contracts. Such contractions occur when controlling a force or movement.
- ✓ Glycogen – The stored form of glucose.
- ✓ Carbohydrate – The sugars and starches found in foods such as potatoes, wheat and rice. Carbohydrates are broken down by the body into sugars which are used for energy production.

**Learning Aim C:** The effects of exercise and sports performance on the respiratory system

**Key terms:**

- ✓ Medulla Oblongata – Located in the middle of your brain, this is responsible for involuntary functions such as breathing, heart beat and sneezing.
- ✓ Diffusion – The process by which a substance such as oxygen passes through a cell membrane either to get into the cell or to get out of the cell. Substances move by diffusion from an area where they are more concentrated to an area where they are less concentrated.

**Learning Aim D:** The effects of sport and exercise performance on the cardiovascular system

**Key terms:**

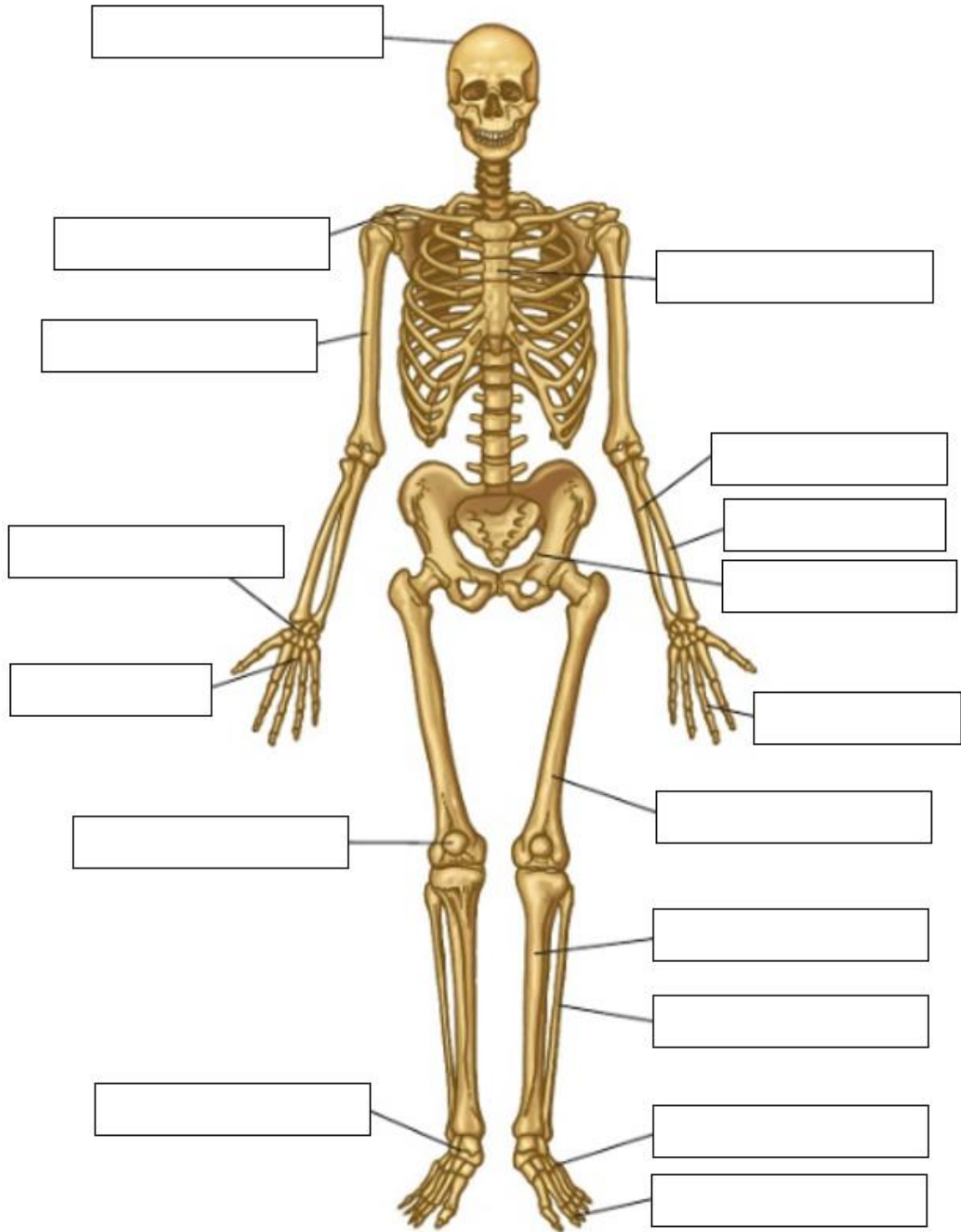
- ✓ Oxygenated blood – Blood containing oxygen.
- ✓ Deoxygenated blood – Blood without oxygen (containing carbon dioxide).

**Learning Aim E:** The effects of exercise and sports performance on the energy systems

**Key terms:**

- ✓ Aerobic capacity – The maximum amount of oxygen that can be consumed during maximal exercise.

The Skeletal System



## 2. Can I identify and understand the key functions of the skeletal system?

Red

Amber

Green

### Functions of the Skeletal System

There are 8 key functions of the skeletal system – learn and test yourself on them all...

Function	Description
Support	Body shape & soft tissue support; acts as frame
Protection	Vital tissues protected (e.g. Skull/Brain; Thorax/Heart & Lungs; Vertebral Column/Spinal cord etc.) <i>Usually Flat Bones</i>
Attachment for Skeletal Muscle	Tendons attach muscle to bone, which then can be pulled, acting as levers.
Source of Blood Cell Production	Marrow cavity in the middle of bones (yellow & red marrow produce white & red cells)
Store of Minerals	Act as 'reservoir' for minerals. E.g. Calcium & Phosphorus. Strengthen & support bone and other body tissue growth through bloodstream.
Leverage	Long bones act as levers, pulled by muscle
Weight Bearing	Bones are strong supporting muscle and other tissue. Also support your whole body weight and/or external weight during sport & exercise.
Reduction of Joint Friction	Production of synovial fluid, lubricating the joints.

## 3. Can I locate and name all the major skeletal muscles of the muscular system?

Red

Amber

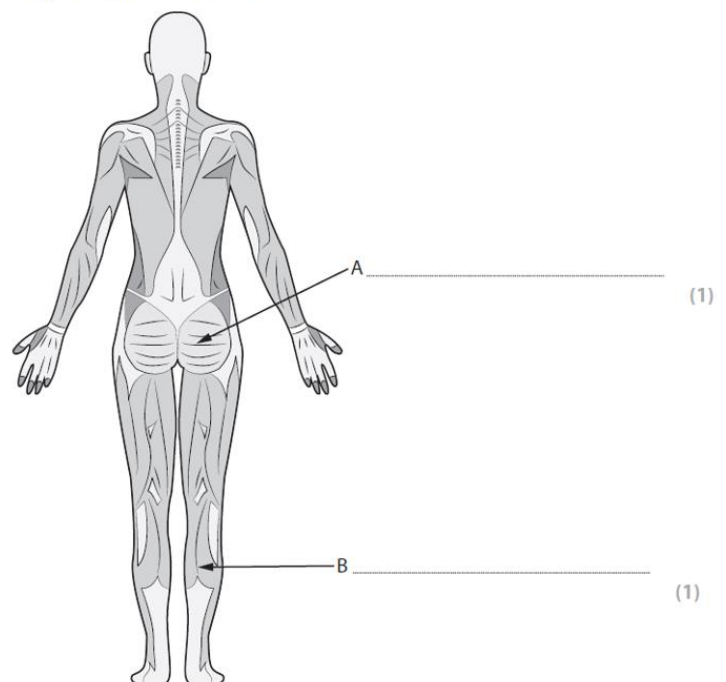
Green

### The Muscular System

You need to be able to name and identify the following major muscles:

- ✓ Deltoids
- ✓ Biceps
- ✓ Triceps
- ✓ Wrist flexors
- ✓ Wrist extensors
- ✓ Supinators and pronators
- ✓ Pectorals
- ✓ Abdominals
- ✓ Obliques
- ✓ Quadriceps
- ✓ Hip flexor
- ✓ Tibialis anterior
- ✓ Erector spinae
- ✓ Trapezius
- ✓ Latissimus dorsi
- ✓ Gluteals
- ✓ Hamstrings
- ✓ Gastrocnemius
- ✓ Soleus

Identify the muscles labelled A and B.



4. Can I identify the different types of skeletal muscular contraction and give sporting examples of these in action?

Red

Amber

Green

**Types of Contraction**

There are 3 types of muscle contraction; concentric, eccentric and isometric. Can you give an example of each one?

**Concentric** contraction – the muscle shortens to develop tension. Movement must occur against gravity.

Example:

**Eccentric** contraction – the muscle lengthens to develop tension. Movement is controlled on the downward phase and resist the force of gravity.

Example:

**Isometric** contraction – the muscle stays the same length but develops tension. This occurs when the body is in a fixed position.

Example:

5. Can I identify the key structures of the respiratory system?

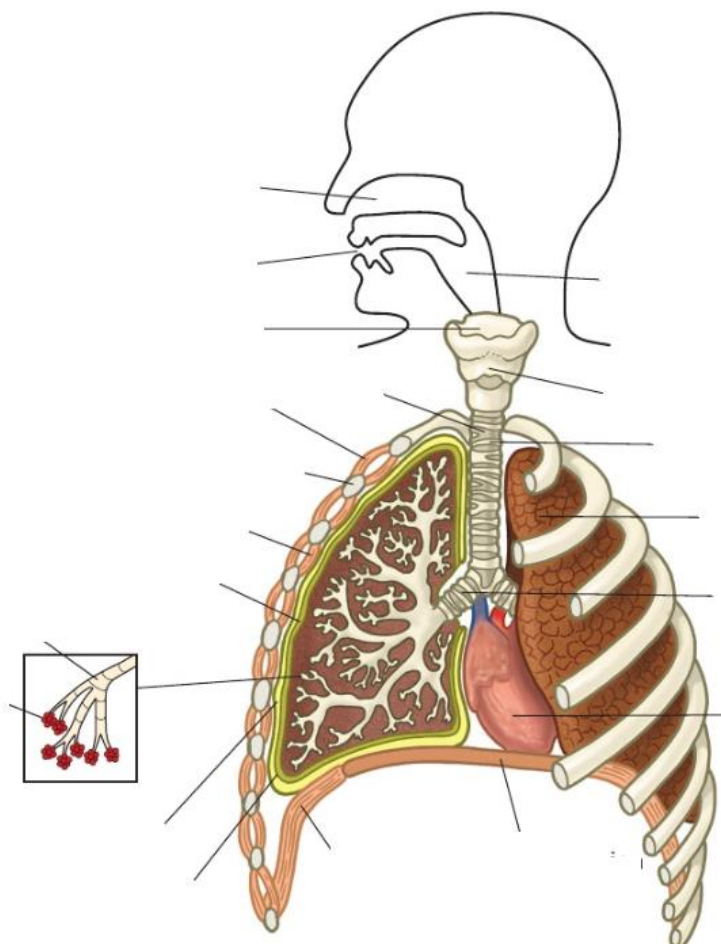
Red

Amber

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**The Respiratory System**

Can you correctly label this diagram?



**6. Can I identify and explain the different types of lung volumes?**

Red

Amber

Green

**Lung Volumes**

- ✓ To measure and assess lung function we use a tool called a 'spirometer'.
- ✓ An individual will have a lung capacity of around 6 litres (about the same as a basketball), but it differs slightly depending on size of an individual's ribcage.

Can you name the lung volumes labelled 1-6 on this diagram and provide a definition for each one?

1 = \_\_\_\_\_

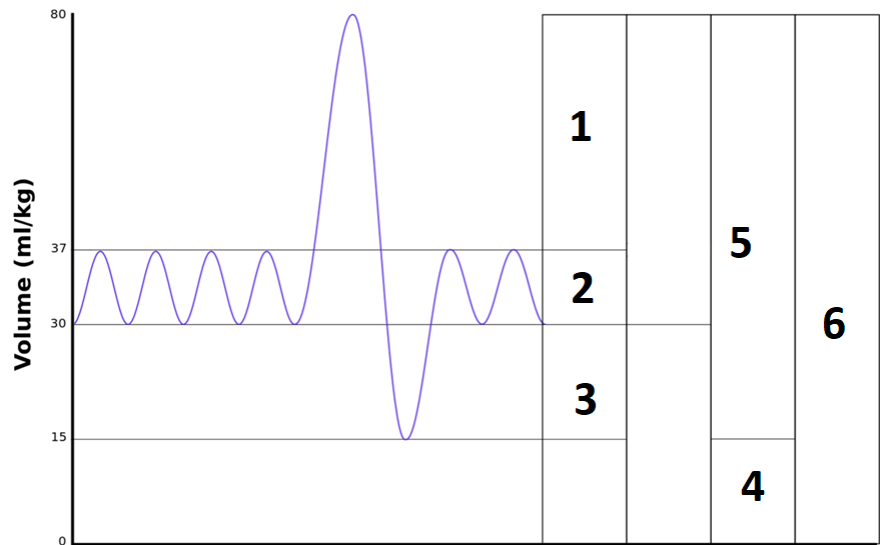
2 = \_\_\_\_\_

3 = \_\_\_\_\_

4 = \_\_\_\_\_

5 = \_\_\_\_\_

6 = \_\_\_\_\_



**7. Can I identify the key structures of the cardiovascular system?**

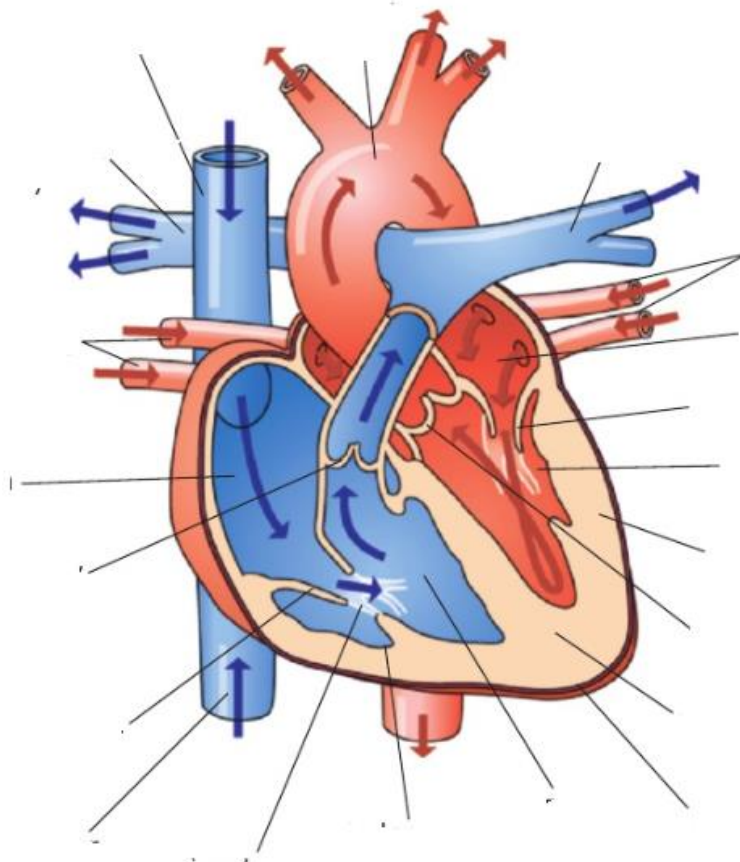
Red

Amber

Green

**The Heart (Myocardium)**

Label the heart to show all the relevant chambers, valves, arteries and veins...





8. Can I understand the control of the cardiac cycle and how it changes during exercise and sports performance?

Red

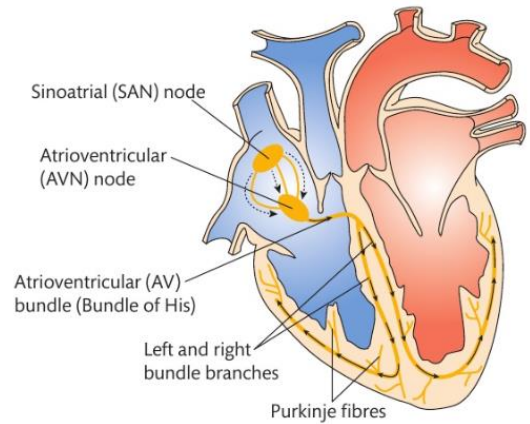
Amber

Green

**Nervous Control of the Cardiac Cycle**

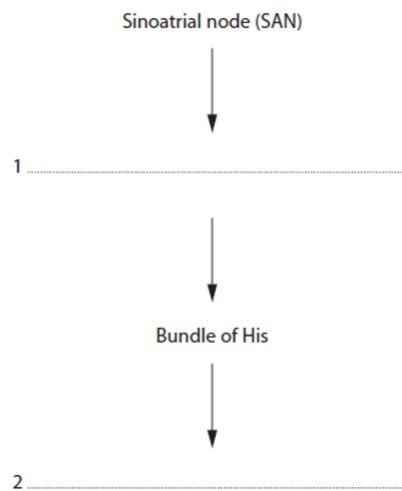
There are 5 key elements to the nervous control of the cardiac cycle:

- ✓ Sinoatrial Node (SAN)
- ✓ Atrioventricular Node (AVN)
- ✓ Bundle of His
- ✓ Purkinje Fibres
- ✓ Sympathetic & Parasympathetic Nervous Systems



Can you complete the following flow chart:

Identify the **two** structures needed to complete the flow diagram shown in Figure 5.



9. Can I identify and explain in detail the role of ATP-PC in energy production for exercise and sports performance?

Red

Amber

Green

**ATP-PC System**

Can you complete the sentences with the missing key words?

- ✓ Phosphocreatine is a high-energy chemical compound stored in muscle, which when broken down helps to make \_\_\_\_\_.
- ✓ ATP is broken down into \_\_\_\_\_ and \_\_\_\_\_.
- ✓ The cells contain \_\_\_\_\_ seconds of ATP, and a small amount of PC. There is then enough PC to provide another 7 seconds worth of energy.
- ✓ PC can be broken down to provide the energy to \_\_\_\_\_ the ATP.
- ✓ PC runs out quickly and there are small stores, therefore, this energy providing system lasts no longer than \_\_\_\_\_ seconds.
- ✓ Recovery time in this system is determined by the **'work-to-rest ratio'**. In this system the ratio is \_\_\_\_\_. This means for every 1 second of work, 10 seconds are needed to recover the amount of creatine used.
- ✓ Can you list 5 sporting activities that predominantly use the ATP-PC system?
  - 1) \_\_\_\_\_
  - 2) \_\_\_\_\_
  - 3) \_\_\_\_\_
  - 4) \_\_\_\_\_
  - 5) \_\_\_\_\_

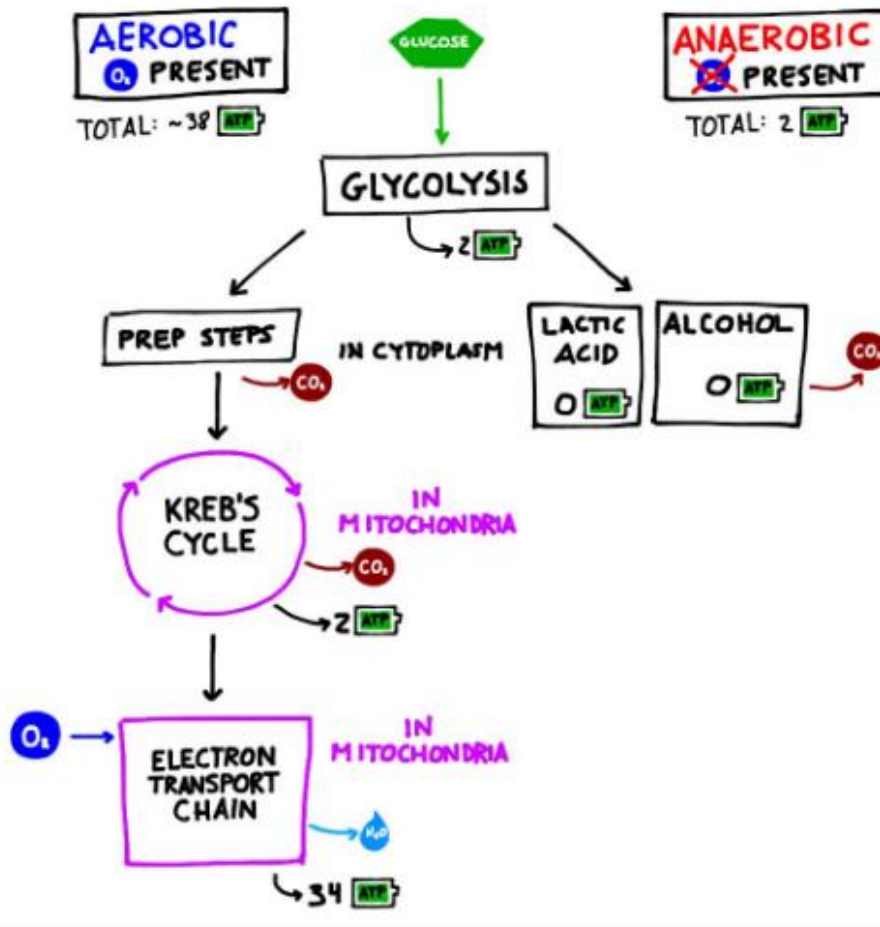
10. Can I identify and explain in detail the role of the aerobic system in energy production for exercise and sports performance?

Red

Amber

Green

The Aerobic System



There are 3x key processes in the Aerobic System, briefly describe the following:

1) **Aerobic Glycolysis**

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2) **Krebs Cycle**

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.....

3) **Electron Transport Chain**

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**HOME LEARNING TASKS**

Task Description		Done?
1) <b>Complete Checkpoint 1 on The EverLearner at a minimum grade of 70%:</b> Effects of Exercise on the Skeletal System		
2) <b>Complete Checkpoint 2 on The EverLearner at a minimum grade of 70%:</b> Effects of Exercise on the Skeletal System		
3) <b>Complete Checkpoint 3 on The EverLearner at a minimum grade of 70%:</b> Effects of Exercise on the Muscular System		
4) <b>Complete Checkpoint 4 on The EverLearner at a minimum grade of 70%:</b> Effects of Exercise on the Muscular System		
5) <b>Complete Checkpoint 5 on The EverLearner at a minimum grade of 70%:</b> Effects of Exercise on the Respiratory System		
6) <b>Complete Checkpoint 6 on The EverLearner at a minimum grade of 70%:</b> Effects of Exercise on the Respiratory System		
7) <b>Complete Checkpoint 7 on The EverLearner at a minimum grade of 70%:</b> Effects of Exercise on the Cardiovascular System		
8) <b>Complete Checkpoint 8 on The EverLearner at a minimum grade of 70%:</b> Effects of Exercise on the Energy Systems		
9) <b>Complete Checkpoint 9 on The EverLearner at a minimum grade of 70%:</b> Effects of Exercise on the Energy Systems		

# Sport Science // Year 12 & 13 // Terms 1-5

BTEC National Level 3 Sport Science (Extended Certificate and Diploma)

Unit 2: Fitness Training and Programming for Health, Sport and Wellbeing

## Prior Learning Links

- R181 from Cambridge National at Level 2.
- Previous knowledge of principles of training, setting SMART targets and components of fitness.

## Future Learning Links

- A great foundation for any Sport Science degree at university.



## KEY VOCABULARY

### KEY WORDS & TERMINOLOGY

**Learning Aim A:** Examine the lifestyle factors and their effect on health and wellbeing.

#### Key terms:

- ✓ Cancer – A group of diseases characterised by uncontrolled growth of abnormal cells that spread throughout the body.
- ✓ Coronary Heart Disease (CHD) – When your coronary arteries (which supply your heart muscle with oxygen-rich blood) become narrowed by a gradual build-up of fatty material within their walls.
- ✓ Type 2 Diabetes – A disorder characterised by an increase in blood glucose levels that usually develops in adulthood.
- ✓ Hypertension – Also known as high blood pressure, it is a chronic medical condition in which the blood pressure in the arteries is continually raised. It is considered a potential threat to health and well-being.
- ✓ Metabolic Process – Chemical reactions that take place in the body to sustain life.
- ✓ Caffeine – A mildly addictive central nervous system stimulant found in coffee, tea and some energy drinks.
- ✓ Metabolic Rate – The energy expended by an individual over a period of time, usually expressed in units of energy per unit of body mass, per unit of time.
- ✓ Stimulant – A substance that raises levels of physiological or nervous activity in the body.
- ✓ Fibre – An indigestible dietary component with no calorie content that helps to decrease the time food takes to pass through the digestive system.
- ✓ Endorphins – Hormones that reduce the sensation of pain and affect emotions, generally in a positive way, during and after exercise.
- ✓ Neurotransmitter – A chemical released across a synapse of a neurone (the space between two neurones where signals are

**Learning Aim B:** Understanding the screening processes for training programming.

#### Key terms:

- ✓ Data Protection Act – A law that controls how personal information is used by organisations, businesses or the government.
- ✓ Tachycardia – A fast heart rate characterised by a resting heart rate of over 100bpm or 20-30 beats above normal heart rate.
- ✓ Body Composition – The relative amounts of fat-free (or lean) mass and fat mass in the body.

passed) which affects the activity of muscle fibres or organs.

- ✓ Nicotine – An addictive chemical found in tobacco that stimulates the central nervous system. Research suggests nicotine has a negative impact on physical performance because of its effects on the cardiorespiratory system.
- ✓ Acute – A condition which develops rapidly and occurs for a short duration.
- ✓ Chronic – A condition which develops slowly and occurs over a long duration.
- ✓ Cilia – Tiny hairs that protect the respiratory tract by filtering particles and mucus away from the lungs.
- ✓ Scar Tissue – Connective tissue replacing damaged tissue that failed to heal itself.
- ✓ Systolic Blood Pressure – Pressure exerted in the arteries when the heart contracts.
- ✓ Diastolic Blood Pressure – Pressure exerted in the arteries when the heart relaxes and fills with blood.
- ✓ Anxiety – A feeling of apprehension and heightened physiological tension.
- ✓ Adrenaline – A hormone responsible for preparing the body for the 'fight or flight' mechanism by increasing heart rate, breathing rate and metabolic rate. It can also improve the force of muscle action and delay the onset of fatigue.
- ✓ Cortisol – A hormone associated with stress that increases blood sugar levels, suppresses the immune system and aids the metabolism of macronutrients.
- ✓ Sedentary – Applied to an individual who is relatively inactive and has a lifestyle characterised by sitting.
- ✓ Pedometer – An instrument for estimating the distance travelled on foot by recording the number of steps taken. Many smartphones now include a pedometer app.
- ✓ Alcoholism – A chronic disorder characterised by a dependence on alcohol.

**Learning Aim C: Understand programme related nutritional needs.**

**Key terms:**

- ✓ Macronutrients – Nutrients required in large amounts (carbohydrates, fats, and proteins) to maintain health and well-being.
- ✓ Micronutrients – Nutrients required in small amounts (vitamins and minerals) to maintain health and well-being.
- ✓ Basal Metabolic Rate (BMR) – Minimum rate of metabolism in an individual who is not digesting or absorbing food. BMR represents

**Learning Aim D: Examine training methods for different components of fitness.**

**Key terms:**

- ✓ VO<sub>2</sub> Max – The maximum amount of oxygen that can be taken in by and used by the body. Also a measure of the endurance capacity of the cardiovascular and respiratory systems and exercising skeletal muscles.
- ✓ Epinephrine – A chemical in the body used for communication between cells in the nervous system and other cells in the body. It works with

the lowest rate of energy usage that can sustain life.

- ✓ Calories – One calorie is the energy needed to raise the temperature of 1 gram of water by 1 degree Celsius.
- ✓ Joules – 1 Joule of energy moves a mass of 1 gram at a velocity of 1 metre per second. Approximately 4.2 joules = 1 calorie.
- ✓ Kilocalories (kcal) – One kilocalorie is the energy required to raise the temperature of 1 litre of water by 1 degree Celsius. It is equal to 1000 calories and used to state the energy value of food. Kilocalories are often simply referred to as calories.
- ✓ Kilojoules (kJ) – A unit of energy, equivalent to 1000 joules.
- ✓ Saccharide – A compound containing sugar or sugars.
- ✓ Glucose – A monosaccharide that is converted to glycogen in the body.
- ✓ Glycogen – Type of blood sugar and major fuel source that the body converts from dietary carbohydrates.
- ✓ Triglycerides – The main component of plant and animal fats. They are the most concentrated source of energy in the body and stored in subcutaneous (under the skin) fat deposits where they also contribute to insulation.
- ✓ Amino Acids – The chemicals which form the building blocks of protein.
- ✓ Adipose Tissue – Tissue containing a high proportion of fat-storing cells that generally forms under the skin where it can act as an insulator or shock absorber.
- ✓ Trace Elements – Minerals required by the body in relatively small amounts (less than 100mg per day).
- ✓ Humid – Air containing a high amount of water or water vapour.
- ✓ Electrolytes – Substances such as potassium, magnesium, calcium, and sodium which are dissolved in bodily fluids and lost through sweat. Without electrolytes, your cells and organs will not be able to function properly.
- ✓ Dehydration – A reduction in the normal water content of your body, when you lose more fluid than you take in. Dehydration can lead to decreased blood pressure, increased heart rate and increased core body temperature.
- ✓ Hyper-hydration – An increase in the normal water content of your body, when you take in more fluid than you lose.
- ✓ Hyponatremia – A state of low sodium levels in the body fluids.

norepinephrine to prepare the body for the 'fight or flight' response.

- ✓ Norepinephrine – A chemical in the body used for communication between cells in the nervous system and other cells in the body. It works with epinephrine to prepare the body for the 'fight or flight' response.
- ✓ Cardiac Output – The volume of blood pumped out (in litres) by the left ventricle in one minute.
- ✓ Stroke Volume – The volume of blood pumped out (in millilitres) by the left ventricle during one heartbeat.
- ✓ Blood Lactate – Lactate dissolved in blood as a result of a build-up in blood carbon dioxide levels. Lactate is not the same thing as lactic acid.
- ✓ Sport Specific – A training activity that reproduces an element of the sport that is being trained for. For instance, although footballers do lots of running during their sport, they do not do it for long, continuous periods of time but in short bursts.
- ✓ Proprioception – The awareness of the body's position in space.
- ✓ Overload – An increased stress or load must be placed on the body for a training adaptation to take place.
- ✓ Hypertrophy – An increase in the size of muscle tissue (or organs) due to growth of individual cells without an increase in the overall number of cells.
- ✓ Muscle Fibres – The contractile element of muscle tissue which appears banded or striped under a microscope. A single muscle contains between 10,000 and 450,000 fibres.
- ✓ Repetitions until Failure – An exercise (usually with free weights or bodyweight) during which the set is performed until the muscles worked can no longer achieve a further full contraction due to fatigue.
- ✓ Mitochondria – Organelles (parts of cells) containing enzymes responsible for energy production. Mitochondria are the part of a muscle cell responsible for aerobic energy production.
- ✓ Type 1 Muscle Fibres – Slow twitch or slow oxidative fibres containing large amounts of myoglobin and mitochondria. They have a slow contraction velocity and are resistant to fatigue.
- ✓ Myoglobin – A form of haemoglobin found in muscles that binds and stores oxygen in the mitochondria.
- ✓ Static Flexibility – The range of movement that a muscle or joint can achieve.
- ✓ Dynamic Flexibility – The range of movement that a muscle or joint can achieve when in motion.

- ✓ Optimal body weight – An ideal weight for a body composition that enables an athlete to perform successively in a specific sport or activity.
- ✓ Ergogenic Aids – Any aid that enhances physical performance.

- ✓ Isometric – An exercise in which an engaged muscle group produces no movement of the joint at which the muscles are attached.
- ✓ Striding – Long, continuous steps that are quicker than walking but slower than sprinting.

### **Learning Aim E: Understand training programme design**

#### **Key terms:**

- ✓ Specific- Goals must be specific to the athlete
- ✓ Measurable- Goals must be measurable E.g. using fitness tests to measure improvements over time
- ✓ Achievable- Goals must be achievable within the desired time frame
- ✓ Realistic- Goals must be realistic as they should challenge you but you can still achieve them
- ✓ Timed- Deadlines need to be set E.g. Reach your goal in 6 weeks
- ✓ Exciting- Changing activities regularly so you don't get bored
- ✓ Recordable- You need to keep accurate records of everything you do in a training diary
- ✓ Frequency- This can be of a training session or programme which refers to the number of sessions per week
- ✓ Intensity- How hard you work during your training session (closely linked with overload)
- ✓ Time- The length of each training session or how long each session will last E.g. 1 hour.
- ✓ Type- This is the type of training you selected to do based on your individual needs E.g. Weight Training
- ✓ Specificity- The principle of specificity means you should plan your training programme around the needs of the sport or activity E.g. Specific muscle groups or sporting actions
- ✓ Progression- This is important because your body will only adapt to training if you keep making the training progressively harder
- ✓ Overload- Overload is stretching the body systems beyond their normal functional level and is an essential aspect of gaining training effects
- ✓ Reversibility- The loss of training benefits and adaptations when you stop training, "If you don't use it, you'll lose it"
- ✓ Rest and Recovery- The need for adequate time to recover from training or competition
- ✓ Adaptation- The way the body 'programmes' the muscles to remember movements or skills
- ✓ Variation- Regular changes in training intensity, duration or volume often yield increased gains in performance
- ✓ Individual needs- The personal fitness needs based on age, motivation, fitness level and gender or the aims and requirements of a specific sport
- ✓ Periodisation- A training programme based on a structured cycle, helps prevent over-training and injuries and also prevents boredom. Split into three cycles
- ✓ Macrocycles- The first layer of a training programme may be based on a 1 to 4 year cycle E.g. A footballer will train based on a 1 year cycle from June to May whereas an Olympic athlete will have a 4 year macrocycle aiming to peak at the Olympic Games
- ✓ Mesocycles- The macrocycle is divided into a number of mesocycles usually lasting 4-24 weeks
- ✓ Microcycles- Each mesocycle is divided into a number of microcycles. Microcycles typically last for one week, but can range from 5-10 days

1. What are the benefits of exercise and physical activity?

Red

Amber

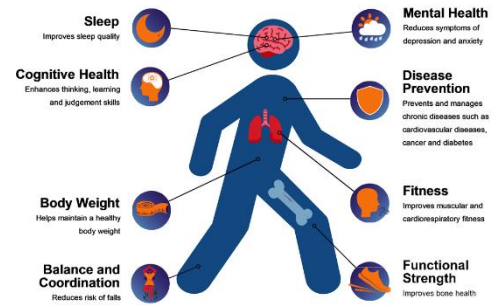
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Q1. What are the wider benefits of physical activity and exercise? Write a paragraph in your notes on each factor highlighted below: \*Use your class notes to help you\*

- Fitness benefits
- Health benefits
- Social benefits
- Economic benefits
- Psychological benefits

The Health Benefits of Physical Activity

Physical activity has significant health benefits for bodies and minds



2. What is the health screening process and why do we do it?

Red

Amber

Green

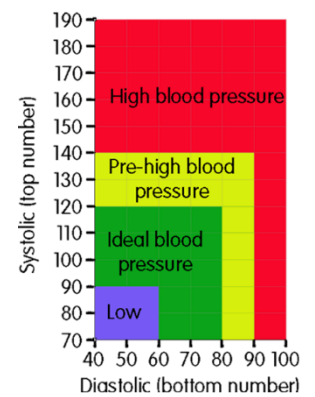
Q1. List below the four health screening tests?

- 1.
- 2.
- 3.
- 4.



Q2. Identify 3 reasons why is it important that an individual completes a PAR-Q Questionnaire prior to undertaking a fitness programme?

- 
- 
- 



3. What is a negative lifestyle factor and how does this affect our health?

Red

Amber

Green

What is a 'negative lifestyle factor'?

- Negative lifestyle factors are choices or habits that can harm one's physical or mental health.

Q1. Fill in the blanks:

The Top 5 factors that negatively affect health and wellbeing are:

- 1) Smoking
- 2) \_\_\_\_\_
- 3) Stress
- 4) \_\_\_\_\_
- 5) Sedentary lifestyle (inactivity)





**Q2. What factors do you think prevent people from living a healthy lifestyle?**

- T\_\_\_\_\_ – people are busy with work, school, family and other hobbies – how do they fit in exercise as well?
- C\_\_\_\_\_ – some people say the cost of doing physical activity is too much – Gym memberships etc. Do you agree?
- Transport – Who is this a problem for? What options do people have? Does it really stop them?
- L\_\_\_\_\_ – Where you live could be an issue with regards to local facilities. However, could you use your location to your benefit?

**4. How can I improve negative lifestyle factors?**

**Red**

**Amber**

**Green**

**Q1. Select a past paper scenario from Teams and use the scenario and health screening information for this person to answer the following:**

1. Highlight positives and negatives from the individuals lifestyle this could be:

Exercise	Smoking	Diet	Blood pressure
Alcohol	Stress	Sleep	Barriers to change
Waist to hip ratio	BMI	Resting heart rate	Caffeine intake

2. Once highlighted write a paragraph about each one
3. In the paragraph:
- Identify a lifestyle factor
  - Explain and the lifestyle factor (guidelines and normative data)
  - Justify why you think it is a lifestyle factor (dangers/benefits)



5. Understanding Nutritional needs for a balanced diet relating to the 'Eat well' plate

Red

Amber

Green

Q1. Select a past paper scenario from Teams and use the dietary information for this person to answer the following:



1. List down the positive and negative aspects of the individuals diet
2. Write a paragraph about each negative aspect of their diet
3. In the paragraph:
  - Explain why it is a negative point
  - Explain how to change the negative aspect (strategies/replacements)
  - Justify your change (benefits)
  - Relate to the individual



6. Understanding strategies to improve dietary intake?

Red

Amber

Green

Q1. Complete the food labels below and then highlight which food is the better option nutritionally by circling the food:

**Practical Food Task**

<p><b>Weetabix Vs Crunchy nut</b></p> <p>Calories, per serving: _____</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>Energy</td> <td>Fat</td> <td>Saturates</td> <td>Sugars</td> <td>Salt</td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </table> <p>Calories, per serving: _____</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>Energy</td> <td>Fat</td> <td>Saturates</td> <td>Sugars</td> <td>Salt</td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </table>	Energy	Fat	Saturates	Sugars	Salt						Energy	Fat	Saturates	Sugars	Salt						<p><b>Popcorn Vs Doritos</b></p> <p>Calories, per serving: _____</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>Energy</td> <td>Fat</td> <td>Saturates</td> <td>Sugars</td> <td>Salt</td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </table> <p>Calories, per serving: _____</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>Energy</td> <td>Fat</td> <td>Saturates</td> <td>Sugars</td> <td>Salt</td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </table>	Energy	Fat	Saturates	Sugars	Salt						Energy	Fat	Saturates	Sugars	Salt						<p><b>Fridge raiders Vs cocktail sausages</b></p> <p>Calories, per serving: _____</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>Energy</td> <td>Fat</td> <td>Saturates</td> <td>Sugars</td> <td>Salt</td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </table> <p>Calories, per serving: _____</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>Energy</td> <td>Fat</td> <td>Saturates</td> <td>Sugars</td> <td>Salt</td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </table>	Energy	Fat	Saturates	Sugars	Salt						Energy	Fat	Saturates	Sugars	Salt					
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<p><b>Mexican rice Vs wholemeal rice</b></p> <p>Calories, per serving: _____</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>Energy</td> <td>Fat</td> <td>Saturates</td> <td>Sugars</td> <td>Salt</td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </table> <p>Calories, per serving: _____</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>Energy</td> <td>Fat</td> <td>Saturates</td> <td>Sugars</td> <td>Salt</td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </table>	Energy	Fat	Saturates	Sugars	Salt						Energy	Fat	Saturates	Sugars	Salt						<p><b>Croissant Vs Crumpet</b></p> <p>Calories, per serving: _____</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>Energy</td> <td>Fat</td> <td>Saturates</td> <td>Sugars</td> <td>Salt</td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </table> <p>Calories, per serving: _____</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>Energy</td> <td>Fat</td> <td>Saturates</td> <td>Sugars</td> <td>Salt</td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </table>	Energy	Fat	Saturates	Sugars	Salt						Energy	Fat	Saturates	Sugars	Salt						<p><b>Dried bananas Vs apricots</b></p> <p>Calories, per serving: _____</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>Energy</td> <td>Fat</td> <td>Saturates</td> <td>Sugars</td> <td>Salt</td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </table> <p>Calories, per serving: _____</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>Energy</td> <td>Fat</td> <td>Saturates</td> <td>Sugars</td> <td>Salt</td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </table>	Energy	Fat	Saturates	Sugars	Salt						Energy	Fat	Saturates	Sugars	Salt					
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<p><b>Orange juice Vs Smoothie</b></p> <p>Calories, per serving: _____</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>Energy</td> <td>Fat</td> <td>Saturates</td> <td>Sugars</td> <td>Salt</td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </table> <p>Calories, per serving: _____</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>Energy</td> <td>Fat</td> <td>Saturates</td> <td>Sugars</td> <td>Salt</td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </table>	Energy	Fat	Saturates	Sugars	Salt						Energy	Fat	Saturates	Sugars	Salt						<p><b>Wrap Vs whole meal bread</b></p> <p>Calories, per wrap : _____</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>Energy</td> <td>Fat</td> <td>Saturates</td> <td>Sugars</td> <td>Salt</td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </table> <p>Calories, per slice : _____</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>Energy</td> <td>Fat</td> <td>Saturates</td> <td>Sugars</td> <td>Salt</td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </table>	Energy	Fat	Saturates	Sugars	Salt						Energy	Fat	Saturates	Sugars	Salt						<p><b>Bruch bar Vs Belvita cereal biscuits</b></p> <p>Calories, per serving: _____</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>Energy</td> <td>Fat</td> <td>Saturates</td> <td>Sugars</td> <td>Salt</td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </table> <p>Calories, per serving: _____</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>Energy</td> <td>Fat</td> <td>Saturates</td> <td>Sugars</td> <td>Salt</td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </table>	Energy	Fat	Saturates	Sugars	Salt						Energy	Fat	Saturates	Sugars	Salt					
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7. Can you identify physical components of fitness and link training methods which will help to improve performance?

Red

Amber

Green

Q1. List all components of physical components fitness and identify a training method that could be used to develop this

Physical Components Of Fitness	Training Methods
➤	➤
➤	➤
➤	➤
➤	➤
➤	➤
➤	➤



8. Can you identify skill related components of fitness and link training methods which will help to improve performance?

Red

Amber

Green

Q1. List all the components of skill related fitness and identify a training method that could be used to develop this











Skill Related Components Of Fitness	Training Methods
➤	➤
➤	➤
➤	➤
➤	➤
➤	➤
➤	➤
➤	➤







**HOME LEARNING TASKS**

Task Description		Done?
<b>1) Complete Prep/notes for Question 1:</b> Interpret lifestyle and screening information for 'X'. (12)		
<b>2) Complete Prep/notes for Question 2:</b> Provide and justify lifestyle modification technique for 'X.' (12)		
<b>3) Complete Prep/notes for Question 3:</b> Provide and justify nutritional guidance for 'X'. (8)		
<b>4) Complete Prep/notes for question 4:</b> Provide and justify different training methods that meet 'X' training needs. (8)		
<b>5) Complete Prep/notes for question 5:</b> Design weeks 1, 3, 6 of a six-week fitness training programme for X. (6)		
<b>6) Complete Prep/notes for question 6:</b> Justify the fitness training program you designed for X (14)		
<b>7) Complete a past paper from Teams:</b> Choose a past paper scenario and answer all questions using only your notes		
<b>8) Complete All Final Exam Notes:</b> 2 Sides of A4 only/Bullet points only/Font size 11/Name at top		
<b>9) Complete Exam Plan for questions 1-6:</b> Reviewed timings for each question/what to include for each question		
<b>10) Send through completed Notes to your class teacher</b> Send completed notes to your class teacher in preparation for your exam		

# Sport Science // Year 12 // Terms 3-5

BTEC National Level 3 Sport Science (Extended Certificate and Diploma)

Unit 22: Investigating Business in Sport

## Prior Learning Links

- Previous knowledge from GSCE Business Studies.
- Previous knowledge from CNAT Business Studies

## Future Learning Links

- Some areas of content will help with Unit 3 Professional Development in the Sports Industry
- A great foundation for any Sports Management degree at university.



## KEY VOCABULARY

### KEY WORDS & TERMINOLOGY

**Learning Aim A:** Features of a sports and active leisure business (business operations).

#### Key terms:

- ✓ Unlimited Liability – Where a person (usually a sole trader) has no limit to the amount of debt that they are responsible for. If someone working as a sole trader makes a regular loss and gets into debt, they are personally responsible for repaying all of that debt.
- ✓ Business Plan – A document that outlines the objectives and goals for a business, explains how they will be achieved, and forecasts business performance.
- ✓ Limited Liability – Where if a company gets into debt an individual shareholder is only responsible for the amount of debt that matches their investment. For example, if a shareholder bought £10,000 of shares when a company was formed, they would only have to cover £10,000 of that company's debts.
- ✓ Public Bodies – Organisations funded by the government that deliver on a not-for-profit basis.
- ✓ Multi-use Facilities – Leisure centres incorporating additional facilities, such as outdoor pitches and swimming pools.
- ✓ Members-only clubs – Private or fee-paying clubs that offer leisure or sports facilities for the exclusive use of members.
- ✓ National Health Service (NHS) – National Health Service: the collective term for health services in England, Wales and Scotland.
- ✓ General Practitioner (GP) – A doctor who treats a range of illnesses and provides preventative care for patients at a designated surgery.
- ✓ Stakeholder – Someone who has an interest in a business.
- ✓ Chief Executive – The highest-ranking executive in a company who is appointed to lead the company on a day-to-day basis.

**Learning Aim B:** Business models in sport and active leisure.

#### Key terms:

- ✓ Bespoke – Written or adapted for a specific participant or purpose.
- ✓ Inflation – The Rate at which the cost of goods and services rises.
- ✓ Interest Rates – The amount of a loan that is charged to a borrower.
- ✓ Foreign Exchange Rates – The rate at which one currency is exchanged for another, such as British Pound (£) to US Dollars (\$).
- ✓ Globalisation – When businesses and organisations develop international operations and influence.

**Learning Aim C:** Human resources

#### Key terms:

- ✓ Strategy – How a business plan is implemented.
- ✓ Pension – A tax-efficient method of saving during working life to provide an income once retired.
- ✓ Capacity – The output or performance that a business can provide in a given timeframe.
- ✓ Assets – Property or equipment owned by a business or organisation with a specific value.
- ✓ Cash Flow – The amount of money flowing in to and out of a business or organisation.
- ✓ Productivity – The economic measure of a business's potential output.
- ✓ Wastage – Service or stock that are not used to their potential resulting in a monetary loss to the business.













**8. Can you justify my recommendations and explain the impact they can have on a business?**

**Red**

**Amber**

**Green**

Following PIPE, can you justify a recommendation for a chosen business?

Remember: Point (Snap Fitness should offer family discounts...), Impact (this has a positive impact, this has a negative impact...), Purpose (this links to their main purpose of customer satisfaction/making profit...), External Example (this is different to Syndale Fitness who don't offer this discount...).

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**9. Can you analyse a businesses for External Research?**

**Red**

**Amber**

**Green**

Can you provide answers to the follow questions to fully analyse a business?

**Question One:**

Ownership:.....

Size: .....

Scope: .....

Facilities: .....

Demographics: .....

Financial Records or Pricing: .....

**Question 2:**

Internal	
Strengths	Weaknesses
<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>	<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>
External	
Threats	Opportunities
<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>	<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>

**Question 3:**

Trends	Business Needs	Customer Needs
<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>	<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>	<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>

**HOME LEARNING TASKS**

Task Description	Done?
<b>1. Complete Question 1 on a Past Paper.</b> Use the Examination Report to assess your answers. Try to get all response in Band 3 and Band 4.	
<b>2. Complete Question 2 on a Past Paper.</b> Use the Examination Report to assess your answers. Try to get all response in Band 3 and Band 4.	
<b>3. Complete Question 3 on a Past Paper.</b> Use the Examination Report to assess your answers. Try to get all response in Band 3 and Band 4.	
<b>4. Complete Question 4 on a Past Paper.</b> Use the Examination Report to assess your answers. Try to get all response in Band 3 and Band 4.	

# Knowledge Organiser

History  
Year 13

Term 1  
2024/25



**The Abbey**  
School

# History Year 13 Term Paper 3 – Britain: losing and gaining an empire, 1763-1914

This unit comprises two parts of the History A-Level that you have already encountered: the 'aspects in breadth' focuses on long-term changes and contextualises the 'aspects in depth', which focus in detail on key episodes. Together, the breadth and depth topics help you to explore the development of the British empire and the part played in this by the Royal Navy and merchant marine. You will be looking at social, economic and political issues, by studying a series of developments that started with an imperial catastrophe that threatened to reduce Britain once more to a European offshore island, but would then transform Britain's standing in the world so that by the end of the period it had the largest empire the world has known.



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## Prior Learning Links

- Year 7 Term 6 – Renaissance (origins of British naval expansion and colonial acquisitions)
- Year 8 Term 1 – British Empire & Industrial Revolution
- Year 8 Term 2 – The Trans-Atlantic Slave Trade

## Future Learning Links

- N/A

## KEY VOCABULARY

### A-Level History Core Vocabulary Britain: losing and gaining an empire, 1763-1914

**Abolition** - The action or an act of abolishing a system, practice, or institution, such as slavery.

**Acquisition** - The act of acquiring or gaining possession of something, such as territory.

**Annexation** - The action of annexing something, especially territory; incorporating a territory into another geo-political entity.

**Colonialism** - The policy or practice of acquiring full or partial political control over another country, occupying it with settlers, and exploiting it economically.

**Commerce** - The activity of buying and selling, especially on a large scale.

**Entrepôt** - A port, city, or other centre to which goods are brought for import and export, and for collection and distribution.

**Imperialism** - A policy of extending a country's power and influence through diplomacy or military force.

**Industrialisation** - The development of industries in a country or region on a wide scale, often associated with the 18th and 19th centuries' technological advancements.

**Infanticide** - The crime of killing a child within a year of birth.

**Mercantilism** - An economic theory and practice, dominant in modernized parts of Europe during the 16th to 18th centuries, promoting governmental regulation of a nation's economy for the purpose of augmenting state power.

**Missionary** - A person sent on a religious mission, especially one sent to promote Christianity in a foreign country.

**Monopoly** - The exclusive possession or control of the supply of or trade in a commodity or service.

**Mutiny** - An open rebellion against the proper authorities, especially by soldiers or sailors against their officers.

**Nationalism** - Patriotic feeling, principles, or efforts, often marked by a feeling of superiority over other countries.

**Navigation Acts** - A series of English laws that restricted the use of foreign ships for trade between every country except England (later Britain).

**Penal Colony** - A settlement used to exile prisoners and separate them from the general populace by placing them in a remote location.

**Protectorate** - A state that is controlled and protected by another.

**Rebellion** - An act of violent or open resistance to an established government or ruler.

**Revolt** - Rise in rebellion; to refuse to acknowledge someone or something as having authority.

**Revolution** - A forcible overthrow of a government or social order, in favor of a new system.

**Strategic** - Relating to the identification of long-term or overall aims and interests and the means of achieving them, often in a military context.

### The British Empire, 1763-1914

1. **Aborigine:** The indigenous inhabitants of Australia.
2. **Aden:** A strategic port city in Yemen acquired by the British in 1839 to control maritime trade routes.



3. **Algiers (Attack on Algiers 1816):** A British naval operation aimed at suppressing piracy and ending the Barbary slave trade.
4. **American Colonies:** British territories in North America that revolted and achieved independence, forming the United States.
5. **Articles of Confederation:** The first constitution of the United States, adopted during the American Revolutionary War.
6. **Awdh (Annexation of Awadh):** The annexation of the Indian state of Awadh by the British East India Company in 1856, a precursor to the Indian Rebellion.
7. **Blue Mountains (First Crossing):** The 1813 exploration and crossing of the Blue Mountains, which opened up the interior of New South Wales for settlement.
8. **Boston Tea Party:** A 1773 protest by American colonists against British taxation, leading to the American Revolution.
9. **Buller, Charles:** An assistant to the Earl of Durham, instrumental in drafting the Durham Report on Canadian governance.
10. **Burgoyne (Defeat of Burgoyne 1777):** A pivotal British defeat during the American Revolutionary War, leading to French support for the American cause.
11. **Cawnpore:** A significant site of conflict during the Indian Rebellion of 1857, including a notable massacre of British civilians.
12. **Ceylon:** An island (now Sri Lanka) acquired by the British in 1815, important for its strategic location and resources.
13. **Coercive Acts:** A series of punitive measures imposed by Britain on the American colonies in 1774 in response to the Boston Tea Party.
14. **Commerce Protection:** The Royal Navy's role in safeguarding British trade routes from piracy and foreign threats.
15. **Cook, Captain James:** A British explorer whose voyages in the South Seas (1768-71) significantly contributed to the mapping and understanding of the Pacific.
16. **Cornwallis (Defeat of Cornwallis 1781):** The surrender of British General Cornwallis at Yorktown, leading to the end of the American Revolutionary War.
17. **Dalhousie, Lord:** Governor-General of India whose reforms and annexation policies contributed to the outbreak of the Indian Rebellion.
18. **Declaration of Independence:** The 1776 document declaring the American colonies' independence from Britain.
19. **Durham Report:** A report by the Earl of Durham recommending the union of Upper and Lower Canada and responsible government.
20. **East India Company:** A British trading company that played a central role in the administration and control of India until the mid-19th century.
21. **Falklands:** A group of islands in the South Atlantic acquired by Britain in 1833, important for their strategic location.
22. **Free Trade (Adoption of Free Trade 1842-46):** The mid-19th century British policy shift towards removing trade restrictions and tariffs.
23. **Gibraltar:** A strategic fortress retained by Britain in 1783, controlling access to the Mediterranean.
24. **Gladstone:** British Prime Minister known for his policies regarding the Sudan and Egypt.
25. **Gordon, General Charles:** British officer and administrator, killed during the defence of Khartoum in 1885.
26. **Hawkesbury River:** A region in New South Wales developed by ex-convicts under Lachlan Macquarie's governorship.
27. **Hong Kong:** Acquired by Britain in 1842 following the First Opium War, becoming a major port and trade centre.
28. **Indian Rebellion (1857):** A major uprising against British rule in India, also known as the Sepoy Mutiny.
29. **Lower Canada:** The French-speaking part of Canada that experienced political unrest leading to the Durham Report.
30. **Macquarie, Lachlan:** Governor of New South Wales who played a crucial role in the development and expansion of the colony.
31. **Macquarie Towns:** Towns established in New South Wales under the direction of Lachlan Macquarie.
32. **Mahdi:** A Sudanese religious leader whose uprising led to British military intervention in Sudan.
33. **Malta:** An island in the Mediterranean acquired by Britain in 1815, important for its naval base.
34. **Meerut:** The site of the first major outbreak of the Indian Rebellion of 1857.

35. **Navigation Acts (Repeal of Navigation Acts 1849):** Laws regulating colonial trade, repealed in favour of free trade policies.
36. **Omdurman (Battle of Omdurman 1898):** A decisive battle in Sudan where British forces defeated the Mahdist army.
37. **Penal Colony:** Settlements used to exile prisoners, notably in Australia starting in 1788.
38. **Royal Navy:** The naval warfare force of Britain, crucial in protecting trade and expanding the empire.
39. **Sati:** The former Hindu practice of widow immolation, suppressed by British authorities in India.
40. **Shanghai:** Opened to British trade in 1842, becoming a significant port for commerce with China.
41. **Singapore (Acquisition of Singapore 1819):** Established as a key trading post and naval base in Southeast Asia.
42. **Slave Trade (Abolition of Slave Trade 1807):** The transatlantic trade of enslaved Africans, abolished by Britain in 1807.
43. **Sleeman, William:** British officer known for his campaign against the Thagi (Thuggee) in India.
44. **Suez Canal (Purchase of Suez Canal Shares 1875):** A critical maritime route acquired by Britain to control trade between Europe and Asia.
45. **Sydney:** The first British colony in Australia, developed under Governor Lachlan Macquarie.
46. **Tea Duties:** Taxes on tea that contributed to tensions between Britain and the American colonies, leading to the Boston Tea Party.
47. **Thagi (Thuggee):** An Indian criminal organization involved in ritualistic murder and robbery, suppressed by the British.
48. **Van Diemen's Land:** The former name of Tasmania, established as a penal colony in 1803.
49. **Wakefield, Edward Gibbon:** A key figure in the Durham Report, advocating for systematic colonization.
50. **Wei hai-wei:** A Chinese port leased to Britain in 1898, used as a naval base.

1. How did the patterns of British trade evolve from 1763 to 1914?	Red	Amber	Green
<p>Can you explain the reasons for the changing patterns of trade during this period?            Are you able to describe the impact of industrialisation on British trade?            Can you identify key commodities and regions involved in British trade (e.g., coal, textiles, the Americas, India)?            Are you able to analyse the role of government policies in shaping trade patterns (e.g., abolition of the slave trade, adoption of free trade)?            Can you evaluate the significance of key developments such as the repeal of the Navigation Acts?            Are you able to discuss the long-term impacts of these trade changes on the British economy and empire?</p>			
2. How did the role and structure of the Royal Navy change between 1763 and 1914?	Red	Amber	Green
<p>Can you describe the different ship types used by the Royal Navy and their evolution over this period?            Are you able to explain the Royal Navy's role in commerce protection and how it changed?            Can you discuss the Royal Navy's efforts in suppressing piracy and the slave trade?            Are you able to detail the significance of key naval battles and operations (e.g., the attack on Algiers)?            Can you analyse the importance of strategic naval bases acquired by Britain?            Are you able to evaluate the impact of exploration and mapping missions conducted by the Royal Navy?</p>			
3. What were the main causes and consequences of the loss of the American colonies (1770-83)?	Red	Amber	Green
<p>Can you outline the tensions between the American colonists and British authorities leading up to 1775?            Are you able to explain the significance of the Boston Tea Party and the Coercive Acts?            Can you describe the key battles and events between 1775 and 1776, including the Declaration of Independence?            Are you able to analyse the reasons for Britain's defeat, including foreign involvement and military strategy?            Can you discuss the impact of the Treaty of Paris on Britain?            Are you able to evaluate the long-term consequences of losing the American colonies on the British Empire?</p>			
4. How did Australia develop as a British colony from 1788 to 1829?	Red	Amber	Green
<p>Can you explain the reasons for establishing Australia as a penal colony?            Are you able to describe the role of Lachlan Macquarie in the development of Sydney and other settlements?            Can you discuss the impact of British settlement on the indigenous Aborigine population?            Are you able to analyse the significance of the first crossing of the Blue Mountains and other exploratory achievements?            Can you outline the development of whaling and other economic activities in early Australia?            Are you able to evaluate the extent of British colonial control in Australia by 1829?</p>			
5. What was the significance of the Durham Report in the context of Canadian imperial control (1837-40)?	Red	Amber	Green
<p>Can you describe the political and governmental structure of Upper and Lower Canada before the Durham Report?            Are you able to explain the causes and outcomes of the 1837-38 revolts in Canada?            Can you discuss the role of the Earl of Durham and his associates in producing the Durham Report?</p>			

<p>Are you able to identify the main recommendations of the Durham Report?  Can you analyse the impact of the Durham Report on Canadian governance and British colonial policy?  Are you able to evaluate the significance of the Durham Report in preventing future revolts and maintaining British control?</p>			
6. How did British policies and actions in India between 1829 and 1858 shape the region's history?	Red	Amber	Green
<p>Can you explain the role and influence of the East India Company in India during this period?  Are you able to describe William Sleeman's campaigns against Thagi and other practices?  Can you discuss the causes and key events of the Indian Rebellion of 1857?  Are you able to analyse the reforms introduced by Lord Dalhousie and their impact on Indian society?  Can you outline the reasons why the British were able to retain control after the Indian Rebellion?  Are you able to evaluate the long-term consequences of British actions and policies on Indian governance and society?</p>			
7. What were the reasons for British intervention in Egypt and Sudan between 1882 and 1898?	Red	Amber	Green
<p>Can you explain the political and economic reasons for British intervention in Egypt in 1882?  Are you able to describe the role of Arabi Pasha and the rise of Arab nationalism?  Can you discuss the significance of Egypt as a 'veiled protectorate' and the role of Sir Evelyn Baring?  Are you able to analyse the British response to the Mahdi and the events leading to the fall of Khartoum?  Can you outline the British military campaign in Sudan and the significance of the Battle of Omdurman?  Are you able to evaluate the impact of British control on Egypt and Sudan and its implications for the British Empire?</p>			
8. How did the abolition of the slave trade in 1807 affect British trade and the Royal Navy?	Red	Amber	Green
<p>Can you explain the reasons behind the abolition of the slave trade?  Are you able to describe the role of the Royal Navy in enforcing the abolition?  Can you discuss the economic impact of the abolition on British trade?  Are you able to analyse the changes in trade routes and commodities post-abolition?  Can you evaluate the broader social and political implications of the abolition within the British Empire?  Are you able to assess the long-term effects on former slave trade regions?</p>			
9. How did the acquisition of key strategic bases like Gibraltar, Malta, and Cyprus influence British naval power?	Red	Amber	Green
<p>Can you explain the strategic importance of Gibraltar, Malta, and Cyprus for the Royal Navy?  Are you able to describe how these bases supported British naval operations globally?  Can you discuss the role of these bases in protecting British trade routes?  Are you able to analyse the political and military benefits of controlling these territories?  Can you evaluate the impact of these acquisitions on British imperial strategy?  Are you able to assess the significance of these bases in the context of British naval dominance?</p>			
10. What were the causes and consequences of the Indian Rebellion of 1857?	Red	Amber	Green
<p>Can you explain the key causes of the Indian Rebellion, including social, economic, and political factors?  Are you able to describe the major events and battles of the Rebellion?  Can you discuss the role of the East India Company and its policies in provoking the Rebellion?  Are you able to analyse the British response to the Rebellion and reasons for their eventual victory?  Can you evaluate the immediate and long-term consequences of the Rebellion for India and British rule?  Are you able to assess the impact of the Rebellion on British colonial policies and attitudes?</p>			
11. How did the establishment of Singapore and Hong Kong influence British trade in the Far East?	Red	Amber	Green
<p>Can you explain the reasons for the acquisition of Singapore and Hong Kong by the British?  Are you able to describe the development of these ports as major trade hubs?  Can you discuss the impact of these acquisitions on British trade with China and Southeast Asia?  Are you able to analyse the strategic importance of Singapore and Hong Kong for the British Empire?  Can you evaluate the role of these ports in the broader context of British imperial expansion in Asia?  Are you able to assess the economic and political significance of these acquisitions for British interests?</p>			
12. How did the construction and control of the Suez Canal enhance British imperial power?	Red	Amber	Green
<p>Can you explain the strategic importance of the Suez Canal for British maritime trade?  Are you able to describe the events leading to the British purchase of the Suez Canal shares in 1875?  Can you discuss the role of the Suez Canal in connecting Britain to its Asian colonies?  Are you able to analyze the impact of the Suez Canal on global trade routes and British naval strategy?  Can you evaluate the political and economic benefits of controlling the Suez Canal for the British Empire?  Are you able to assess the long-term significance of the Suez Canal for British imperial dominance?</p>			
<b>HOME LEARNING TASKS</b>			
<b>Task Description</b>	<b>Done?</b>		
Create a detailed timeline/living graph charting the evolution of British trade routes, key commodities, and major trade policies from 1763 to 1914. For each key event analyse and evaluate the impact of this on establishing and developing British imperial control.			

<p>Create a concept map investigating the key factors influencing the development of the Royal Navy and its impact on British imperial expansion and trade protection. Consider technological advancements, strategic bases and naval operations as the central factors and evaluate for each the overall significance on advancing British imperial expansion.</p>	
<p>Develop a timeline/living graph charting the loss of the American colonies 1770-1783. The graph/timeline should include major battles, events, legislation, and key individuals and assess their role in causing the eventual loss of the American colonies. For each event, evaluate how significant it was in precipitating the eventual loss of the Americas, to support an overall evaluation on what you believe to be the most salient factor in the loss of the American colonies.</p>	
<p>Create case study profiles of the Australian settlements, detailing the developments, challenges, impact on the indigenous populations, and implications for British imperial control.</p>	
<p>Create a table outlining the major causes and consequences of the Canadian revolts 1837-38. In a parallel table, outline the key features of the Durham Report in one column, and the ways in which these features provided solutions to either the causes or consequences of the Canadian revolts. Following this, evaluate the extent to which the Durham Report successfully quelled further unrest and successfully reformed colonial governance.</p>	
<p>Create a table outlining the major causes and consequences of the Indian Mutiny of 1857. In a parallel table, outline the key features of the British response to this crisis in one column, and the ways in which this provided solutions to either the causes or consequences of the Indian revolts. Following this, evaluate the extent to which the Indian rebellions reshaped British policies and administration in India.</p>	
<p>Create a detailed map showing the strategic naval bases acquired by Britain between 1763 and 1914, including Gibraltar, Malta, Ceylon, Cape Town, the Falklands, Aden, and Cyprus. Annotate the map with key dates, figures, legislation, policies, and explanations of each base's strategic importance and role in the British Empire.</p>	
<p>Create a comparative case study profile of both Singapore and Hong Kong. Explore the following details: acquisition, key figures, legislation, policies, development of major trade hubs, and significance for establishing control in the British Empire. Provide an additional section which analyses how these ports facilitated British trade and military presence in Asia, before evaluating which port was most significant to the British Empire.</p>	
<p>Create a timeline/living graph charting the construction, control, and significance of the Suez Canal for British imperial power. For each key event, analyse the canal's impact on global trade routes, military strategy, and the geopolitical implications for British control over the seas.</p>	

# History Year 12 Paper 1 – Nationalism, dictatorship and democracy in twentieth-century Europe, Germany 1918-1989

In Germany and Italy, a similar pattern of political change occurred that saw unstable democracies replaced by nationalist dictatorships, with significant impacts on the wider history of Europe, before returning to democratic forms of government. By studying two different countries (Germany and Italy) you will be able to develop a greater understanding of the ways in which nationalism, dictatorship and then the transition to democracy were manifested, and of the contrasts and similarities in the nations studied.

Paper 1, Germany 1918-1989, comprises the study in breadth, in which you will learn about key political changes experienced in a unified Germany and then in West Germany after the Second World War, and the impact of these changes on German economic, social and cultural developments. The focus of study is on developments and changes over a broad timescale and so the content is presented as themes spanning a significant duration: 1918–89. This option also contains a study in depth of historical interpretations on a broad question, which is contextualised by, and runs parallel to, the themes: how far Hitler's foreign policy was responsible for the Second World War.



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## Prior Learning Links

- Year 8 Term 4 – World War II
- Year 8 Term 5 – Nazi Germany & the Holocaust
- Year 8 Term 6 – The Cold War
- Year 10 Term 1 – Weimar & Nazi Germany
- Year 10 Term 2 – Weimar & Nazi Germany
- Year 10 Term 3 – Weimar & Nazi Germany

## Future Learning Links

- Study of nationalism, dictatorship and democracy also underpins Paper 2 where you will study the rise of and fall of fascism in Italy c.1911-1946

## KEY VOCABULARY

### A-Level History Core Vocabulary

#### Option G: Nationalism, dictatorship and democracy in twentieth-century Europe Core Vocabulary

**Demagoguery** - the practice of appealing to popular desires and prejudices rather than using rational arguments

**Autocracy** - a system of government where one person holds absolute power

**Totalitarian** - relating to a system of government that seeks to control every aspect of public and private life

**Aegis** - sponsorship or protection; auspices

**Hegemony** - leadership or dominance, especially by one country or social group over others

**Oligarchy** - a small group of people having control of a country, organization, or institution

**Sovereignty** - supreme power or authority

**Stagnation** - lack of activity, growth, or development

**Imperialism** - a policy of extending a country's power and influence through diplomacy or military force

**Authoritarianism** - the enforcement or advocacy of strict obedience to authority at the expense of personal freedom

**Stagnation** - a prolonged period of little or no growth in an economy or business activity

**Xenophobia** - dislike of or prejudice against people from other countries

**Chauvinism** - excessive or prejudiced loyalty or support for one's own cause, group, or gender

**Subjugation** - the action of bringing someone or something under domination or control

**Nationalism** - advocacy of or support for the interests of one's own nation, especially to the exclusion or detriment of the interests of other nations

**Despotism** - the exercise of absolute power, especially in a cruel and oppressive way

**Sedition** - conduct or speech inciting people to rebel against the authority of a state or monarch

**Fascism** - a set of right-wing political beliefs that includes strong control of society and the economy by the state, a powerful role for the armed forces, and the stopping of political opposition.

### Germany 1918-1989 Vocabulary

1. **Adenauer, Konrad** - (1876-1967) First Chancellor of West Germany (1949-1963), known for his role in rebuilding the country's economy and integrating it into Western Europe.

2. **Allied Control Council** - The governing body overseeing post-war Germany, composed of the United States, Soviet Union, Britain, and France.
3. **Anschluss** - The annexation of Austria into Nazi Germany in 1938, violating the Treaty of Versailles.
4. **Autarky** -
5. **Berlin Blockade** - Soviet attempt in 1948 to blockade West Berlin, leading to the Berlin Airlift and symbolizing the Cold War division of Germany.
6. **Berlin Wall** - A barrier constructed by East Germany in 1961 to separate East Berlin from West Berlin, symbolizing the Cold War division between East and West.
7. **Bundeswehr** - The unified armed forces of West Germany established in 1955 during the Cold War.
8. **Cold War** - The ideological and geopolitical tension between the Western Bloc (led by the United States) and the Eastern Bloc (led by the Soviet Union) from 1947 to 1991.
9. **Denazification** - The Allied policy implemented in Germany after World War II to remove Nazi ideology and influence from all aspects of German society.
10. **Détente** - A period of improved relations between the United States and the Soviet Union during the 1970s, characterized by arms control agreements and increased dialogue.
11. **Deutsche Demokratische Republik (DDR)** - The German Democratic Republic, established in 1949 in East Germany as a communist state under Soviet influence.
12. **European Economic Community (EEC)** - A precursor to the European Union, established in 1957 to promote economic integration among member states.
13. **Final Solution** - The Nazi plan for the genocide of Jews and other minorities during World War II, leading to the Holocaust.
14. **German Democratic Republic (GDR)** - The communist state in East Germany established after World War II under Soviet influence, dissolved in 1990.
15. **German Unification** - The reunification of East and West Germany in 1990, marking the end of the Cold War division of Germany.
16. **Gestapo**
17. **Gleichschaltung** - The process of Nazi coordination and control over all aspects of German society, including politics, culture, and the economy.
18. **Great Depression** - A severe worldwide economic downturn that occurred in the 1930s, leading to high unemployment and economic hardship.
19. **Hitler, Adolf** - (1889-1945) Leader of the Nazi Party in Germany, Chancellor (1933-1945), and dictator responsible for initiating World War II and the Holocaust.
20. **Honecker, Erich** - (1912-1994) Leader of East Germany from 1971 to 1989, known for his hardline communist policies and opposition to reforms.
21. **Holocaust** - The systematic persecution and genocide of six million Jews and millions of others by the Nazi regime during World War II.
22. **Hyperinflation** - Extremely rapid and out-of-control inflation, notably experienced by Germany in the early 1920s, leading to economic instability.
23. **Iron Curtain** - Term coined by Winston Churchill describing the ideological and physical division between communist Eastern Europe and Western Europe during the Cold War.
24. **Kinder, Küche, Kirche** - A slogan used by the Nazis promoting traditional roles for women: Kinder (children), Küche (kitchen), and Kirche (church).
25. **Marshall Plan** - An American initiative to aid Western Europe, including West Germany, to recover economically after World War II and resist communism.
26. **Munich Agreement** - A 1938 agreement where Britain and France allowed Nazi Germany to annex the Sudetenland region of Czechoslovakia, seen as appeasement.
27. **Nazi Party** - National Socialist German Workers' Party, led by Adolf Hitler, which rose to power in Germany in the 1930s and implemented fascist policies.
28. **Nuremberg Laws** - Anti-Semitic laws enacted by Nazi Germany in 1935, stripping Jews of citizenship and civil rights, leading to further persecution.
29. **Nuremberg Trials** - Military tribunals held after World War II to prosecute Nazi war criminals for crimes against humanity.
30. **Ostpolitik** - West German policy in the 1960s and 1970s aimed at improving relations with Eastern Europe, particularly East Germany and the Soviet Union.
31. **Re-education** - Post-war efforts by the Allies in West Germany to promote democratic values and eliminate Nazi influences through education and propaganda.

32. **Reichsmark** - The currency of Germany during the Weimar Republic and Nazi era until replaced after World War II.
33. **Reichstag Fire** - The 1933 arson attack on the German Parliament building, used by the Nazis to justify emergency decrees and political repression.
34. **Reichstag Fire Decree** - A decree issued by Hitler in 1933 after the Reichstag fire, suspending civil liberties and allowing for Nazi consolidation of power.
35. **Social Market Economy** - Economic system in West Germany combining free-market capitalism with social policies, promoting economic growth and social welfare.
36. Schutzstaffel (SS)
37. Sicherheitsdienst
38. **Stunde Null** - "Zero Hour," the concept of a new beginning after the end of World War II, particularly in terms of rebuilding and political reconstruction.
39. **Third Reich** - The Nazi regime in Germany from 1933 to 1945, characterized by totalitarian rule, expansionist policies, and racial ideology.
40. **Treaty of Versailles** - The peace treaty that ended World War I, imposing harsh reparations and territorial losses on Germany, leading to resentment.
41. **Volkssturm** - "People's Storm," a militia created by Nazi Germany in 1944-45, consisting of elderly men and teenagers, to defend against the Allied invasion.
42. **Wannsee Conference** - A 1942 meeting where Nazi officials planned the "Final Solution," leading to the systematic genocide of European Jews.
43. **Weimar Culture** - The cultural flourishing in Germany during the Weimar Republic, characterized by artistic experimentation and intellectual innovation.
44. **Welfare State** - A system where the government provides social and economic support to its citizens, ensuring a basic standard of living.
45. **Weimar Republic** - The democratic government of Germany from 1919 to 1933, facing political instability, economic hardship, and ultimately collapse.
46. **Wirtschaftswunder** - "Economic Miracle" in West Germany during the 1950s and 1960s, referring to rapid economic recovery and growth after World War II.
47. **Yalta Conference** - A 1945 meeting between Allied leaders (Churchill, Roosevelt, Stalin) to plan post-war Europe, leading to division and occupation of Germany.
48. **Young Plan** - A 1929 agreement to reduce Germany's reparations from World War I, easing economic pressures and promoting stability.
49. **Youth Culture** - The cultural movements and activities of young people in Germany, reflecting social changes and generational attitudes.
50. **Zones of Occupation** - After World War II, Germany was divided into American, British, French, and Soviet zones of occupation, reflecting post-war Allied control.

<b>1. How did political and governmental structures in Germany evolve from 1918-1989?</b>	<b>Red</b>	<b>Amber</b>	<b>Green</b>
<p>Can you explain the creation and collapse of the Weimar Republic between 1918 and 1933?            Are you able to describe the establishment of the Nazi dictatorship and its nature from 1933 to 1945?            Can you analyse the factors that led to the collapse of democracy in the Weimar Republic?            Are you able to discuss the creation and consolidation of the Federal Republic of Germany (FRG) post-1945?            Can you assess the political stability under the leadership of Adenauer, Erhard, Brandt, Schmidt, and Kohl?            Are you able to compare the different governmental structures during the Weimar, Nazi, and post-war periods?</p>			
<b>2. What forms of opposition, control, and consent existed in Germany from 1918 to 1989?</b>	<b>Red</b>	<b>Amber</b>	<b>Green</b>
<p>Can you identify the major sources of opposition to the Weimar government and how they were managed?            Are you able to explain the methods of censorship, repression, and propaganda used by the Nazi regime?            Can you discuss the nature and extent of political dissent and active challenge in Nazi Germany and the FRG?            Are you able to describe the de-Nazification policies implemented by the western allies post-1945?            Can you analyse the changing nature of popular support for different regimes in Germany from 1919 to 1989?            Are you able to evaluate the effectiveness of constitutional and legal responses to political extremism in the FRG?</p>			
<b>3. How did economic policies and developments shape Germany from 1918 to 1989?</b>	<b>Red</b>	<b>Amber</b>	<b>Green</b>
<p>Can you describe the economic crises faced by the Weimar Republic and the government's responses?            Are you able to explain the Nazi economic policies aimed at recovery and creating a command economy?            Can you analyse the impact of the Great Depression on Germany and the subsequent policy responses?            Are you able to discuss the concept and outcomes of the 'economic miracle' in post-war West Germany?            Can you assess the integration of the FRG into the European economy between 1949 and 1989?</p>			

Are you able to compare the changes in living standards across different periods from 1918 to 1989?			
<b>4. What were the major social and cultural changes in Germany between 1918 and 1989?</b>	<b>Red</b>	<b>Amber</b>	<b>Green</b>
Can you explain the role and status of women in Germany from 1918 to 1932 and the impact of Nazi policies? Are you able to discuss the changes in education and cultural policies during the Weimar and Nazi periods? Can you analyse the impact of the Second World War on women's lives in Germany? Are you able to describe the re-education policies and cultural developments in the FRG post-1945? Can you explain the status of ethnic minorities in Germany from 1918 to 1932 and the changes under Nazi rule? Are you able to assess the position of ethnic minorities in the FRG and the generational tensions in society?			
<b>5. To what extent was Hitler's foreign policy responsible for the outbreak of the Second World War?</b>	<b>Red</b>	<b>Amber</b>	<b>Green</b>
Can you describe the influence of German history on Nazi foreign policy? Are you able to explain Hitler's ideas and his role in shaping Nazi foreign policy? Can you analyse the reasons behind Germany's invasion of Poland in 1939? Are you able to discuss the contributions of other nations to the outbreak of the Second World War? Can you evaluate different historical interpretations of the causes of the Second World War? Are you able to assess the impact of Hitler's foreign policy on the broader history of Europe?			
<b>6. What were the main factors contributing to the collapse of democracy in the Weimar Republic?</b>	<b>Red</b>	<b>Amber</b>	<b>Green</b>
Can you identify the political and economic challenges faced by the Weimar Republic from 1918 to 1933? Are you able to explain the role of political extremism and crises in undermining Weimar democracy? Can you analyse the impact of the Treaty of Versailles on political stability in Germany? Are you able to discuss the effectiveness of government responses to opposition and control of extremism? Can you describe the nature of popular support for the Weimar government and how it changed over time? Are you able to assess the long-term consequences of Weimar's collapse for German political development?			
<b>7. How did Nazi policies affect German society and economy from 1933 to 1945?</b>	<b>Red</b>	<b>Amber</b>	<b>Green</b>
Can you explain the establishment of the Nazi dictatorship and the nature of its government? Are you able to describe the methods used by the Nazis to control opposition and dissent? Can you analyse the impact of Nazi economic policies on recovery and creating a command economy? Are you able to discuss the changes in education, cultural policies, and the status of women under Nazi rule? Can you explain the Nazi racial policies, including the Final Solution, and their impact on ethnic minorities? Are you able to assess the overall impact of Nazi policies on German society and the economy by 1945?			
<b>8. What were the key challenges and successes in establishing democracy in West Germany post-1945?</b>	<b>Red</b>	<b>Amber</b>	<b>Green</b>
Can you describe the creation of the Federal Republic of Germany (FRG) and its early consolidation? Are you able to explain the political stability under Adenauer, Erhard, Brandt, Schmidt, and Kohl? Can you analyse the role of de-Nazification policies and their impact on society? Are you able to discuss the economic recovery and the concept of the 'economic miracle' in the FRG? Can you explain the integration of the FRG into the European economy and its implications? Are you able to evaluate the challenges faced by the FRG in maintaining political stability from 1945 to 1989?			
<b>9. How did the role and status of women in Germany change from 1918 to 1989?</b>	<b>Red</b>	<b>Amber</b>	<b>Green</b>
Can you explain the role and status of women during the Weimar Republic? Are you able to discuss the impact of the Kinder, Küche, Kirche policies and the Second World War on women's lives? Can you analyse the changes in the role and status of women under Nazi rule? Are you able to describe the policies and status of women in the FRG post-1945? Can you explain the cultural and generational tensions affecting women's roles in the FRG? Are you able to assess the long-term trends in the role and status of women over the entire period?			
<b>10. What were the major economic challenges and policies in Germany between 1918 and 1989?</b>	<b>Red</b>	<b>Amber</b>	<b>Green</b>
Can you describe the economic crises faced by the Weimar Republic and their government responses? Are you able to explain the Nazi economic policies and their impact on recovery and war preparation? Can you analyse the response to the Great Depression in Germany and its effects? Are you able to discuss the economic recovery and the concept of the 'economic miracle' in post-war West Germany? Can you explain the integration of the FRG into the European economy and its long-term impact? Are you able to assess the changes in living standards across different periods from 1918 to 1989?			
<b>11. How did German society react to and cope with political extremism from 1918 to 1989?</b>	<b>Red</b>	<b>Amber</b>	<b>Green</b>
Can you identify the major sources of political extremism in Weimar Germany and their impact? Are you able to explain the methods used by the Nazi regime to control and repress opposition? Can you analyse the role of censorship, repression, and propaganda in Nazi Germany? Are you able to discuss the de-Nazification policies and their effectiveness in post-war Germany? Can you explain the legal and constitutional responses to extremism in the FRG? Are you able to assess the changing nature of popular support for different regimes from 1918 to 1989?			



12. How did foreign policy decisions contribute to the political landscape in Germany from 1918 to 1989?	Red	Amber	Green
<p>Can you explain the impact of the Treaty of Versailles on the Weimar Republic's stability?            Are you able to discuss Hitler's foreign policy goals and their influence on Nazi Germany's actions?            Can you analyse the reasons for the German invasion of Poland in 1939?            Are you able to describe the contributions of other nations to the outbreak of the Second World War?            Can you explain the foreign policy challenges faced by the FRG during the Cold War?            Are you able to assess the overall impact of foreign policy decisions on Germany's political landscape throughout the period?</p>			
<b>HOME LEARNING TASKS</b>			
Task Description	Done?		
Create a concept map comparing the economic and political challenges faced by the Weimar Republic from 1918-1933. Once you have compared the nature of these challenges, evaluate which you believe to be most significant in ushering the collapse of democracy in Germany in 1933.			
Create a timeline of key events leading to the establishment of the Nazi dictatorship from 1933 to 1935, including significant laws and actions taken by Hitler.			
Utilise your work from Unit 1.1 (Political and Governmental Change) to assess the extent to which the FRG were able to effectively de-Nazify and consolidate power post-1945. Create a list of key policies, decisions, and legislation that pursued this, and assess the success for each.			
Create a living graph of the Chancellors of West Germany (Adenauer, Erhard, Brandt, Schmidt, and Kohl). For each chancellor, you should chart the extent of stability that they brought along the Y axis (increasing from unstable, to stable) including details of key policies and challenges that each leader faced.			
Create a concept map analysing the methods used by the Nazi regime to control opposition (censorship, repression, propaganda) and for each evaluate how important, or significant this was.			
Create a living graph of the economic challenges faced in Germany from 1918-1989. The Y axis should represent the severity of the challenge, and include details on what the challenge was, how it was resolved, and an assessment of the extent to which this threatened the overall stability of the nation.			
Create a table that compares the role and status of women in Germany during the Weimar Republic, Nazi rule, and post-war FRG. Evaluate the extent to which there was change or continuity between each period of German life.			
Create a table detailing the effectiveness of constitutional and legal responses to political extremism in the Weimar Republic, Nazi Germany, and FRG, including significant laws and their enforcement. Assess which period saw greatest response to these threats, and which demonstrated the most weakness, before comparing any aspects of similarity and difference between the Weimar Republic, Nazi Germany, and FRG.			
Create a timeline charting the events in the lead up to World War II, from 1918-1939. For each event, clearly demarcate whether this was either a) a feature of German History b) Weimar Republic foreign policy c) Hitler's aims and explicit actions d) actions from nations other than Germany			

# History Year 12 Paper 1 – Nationalism, dictatorship and democracy in twentieth-century Europe, Italy c1911-1946

In Germany and Italy, a similar pattern of political change occurred that saw unstable democracies replaced by nationalist dictatorships, with significant impacts on the wider history of Europe, before returning to democratic forms of government. By studying two different countries (Germany and Italy) you will be able to develop a greater understanding of the ways in which nationalism, dictatorship and then the transition to democracy were manifested, and of the contrasts and similarities in the nations studied.

This unit of work comprises a study in depth of the turbulent years in Italy that saw the collapse of the liberal state, the creation of a fascist dictatorship and a return to democracy in the aftermath of the Second World War. You will gain an in-depth understanding of the extent and nature of the profound political, economic and social changes experienced by the Italian people in the years c1911–1946 and how the failure to create a stable, democratic Italian state in the early twentieth century led to the rise of a new political ideology and a personal dictatorship



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## Prior Learning Links

- Year 8 Term 4 – World War II
- Year 8 Term 5 – Nazi Germany & the Holocaust
- Year 10 Term 1 – Weimar & Nazi Germany
- Year 10 Term 2 – Weimar & Nazi Germany
- Year 10 Term 3 – Weimar & Nazi Germany

## Future Learning Links

- Study of nationalism, dictatorship and democracy also underpins Paper 1 where you will study Germany 1918-1989

## KEY VOCABULARY

### A-Level History Core Vocabulary

#### Option G: Nationalism, dictatorship and democracy in twentieth-century Europe Core Vocabulary

**Demagoguery** - the practice of appealing to popular desires and prejudices rather than using rational arguments

**Autocracy** - a system of government where one person holds absolute power

**Totalitarian** - relating to a system of government that seeks to control every aspect of public and private life

**Aegis** - sponsorship or protection; auspices

**Hegemony** - leadership or dominance, especially by one country or social group over others

**Oligarchy** - a small group of people having control of a country, organization, or institution

**Sovereignty** - supreme power or authority

**Stagnation** - lack of activity, growth, or development

**Imperialism** - a policy of extending a country's power and influence through diplomacy or military force

**Authoritarianism** - the enforcement or advocacy of strict obedience to authority at the expense of personal freedom

**Stagnation** - a prolonged period of little or no growth in an economy or business activity

**Xenophobia** - dislike of or prejudice against people from other countries

**Chauvinism** - excessive or prejudiced loyalty or support for one's own cause, group, or gender

**Subjugation** - the action of bringing someone or something under domination or control

**Nationalism** - advocacy of or support for the interests of one's own nation, especially to the exclusion or detriment of the interests of other nations

**Despotism** - the exercise of absolute power, especially in a cruel and oppressive way

**Sedition** - conduct or speech inciting people to rebel against the authority of a state or monarch

**Fascism** - a set of right-wing political beliefs that includes strong control of society and the economy by the state, a powerful role for the armed forces, and the stopping of political opposition.

### Italy c1911-1946

1. **Abyssinia** - historical name for Ethiopia, invaded by Italy in 1935.
2. **Acerbo Law** - 1923 Italian electoral law that gave Mussolini's party a majority.
3. **Allied Invasion** - the military operations by the allies in Sicily in 1943.
4. **Anti-Semitic Decrees** - laws passed in Italy in 1938 targeting Jewish people.
5. **Autarky** - economic self-sufficiency policy pursued by fascist Italy.
6. **Battle for Births** - policy to increase Italy's population.

7. **Battle for Grain** - policy to increase domestic grain production.
8. **Caporetto** - site of a significant Italian defeat in WWI.
9. **Catholic Church** - religious institution, significant in Italian politics.
10. **Cult of Il Duce** - propaganda glorifying Mussolini.
11. **Corporate State** - economic system where industries are controlled by state corporations.
12. **Depression** - economic downturn in the 1930s affecting Italy.
13. **Dopolavoro** - fascist leisure organization.
14. **Dual Policy** - Mussolini's strategy combining legality and violence.
15. **Election 1919** - post-WWI elections marked by socialist and catholic gains.
16. **Fiume** - city occupied by Italian nationalists in 1919.
17. **First World War** - global conflict from 1914-1918 impacting Italy.
18. **Fascism** - political ideology based on authoritarian nationalism.
19. **Fasci di Combattimento** - early fascist organization founded by Mussolini.
20. **Foreign Policy** - strategies in dealing with other nations.
21. **Franchise Extension** - 1912 reform expanding the electorate in Italy.
22. **Giolitti** - Italian prime minister influential in early 20th century.
23. **Great Power** - term for Italy's status ambition in the early 20th century.
24. **Invasion of Libya** - 1911 military campaign by Italy.
25. **Lateran Pacts** - 1929 agreements between Italy and the Vatican.
26. **Liberal State** - Italy's political system before fascism.
27. **March on Rome** - 1922 fascist coup leading to Mussolini's power.
28. **Matteotti Crisis** - 1924 political crisis following the murder of socialist Giacomo Matteotti.
29. **Military Stalemate** - situation of no progress in WWI from 1915-16.
30. **Monarchy** - Italy's royal family and its political role.
31. **Mussolini** - Italian fascist dictator from 1922-1943.
32. **Mutilated Victory** - term for Italy's dissatisfaction with WWI peace treaties.
33. **Nationalists** - political group advocating for strong national identity.
34. **Neutrality** - Italy's initial stance at the start of WW1.
35. **Opera Nazionale Dopolavoro** - fascist organization for worker leisure activities.
36. **Papal Support** - Catholic Church's backing of fascist regime.
37. **PNF** - National Fascist Party.
38. **Pope Pius XI** - Pope who negotiated the Lateran pacts.
39. **Propaganda** - biased information spread to promote political causes.
40. **Referendum 1946** - vote deciding the abolition of the monarchy in Italy.
41. **Republic of Saló** - Nazi puppet state led by Mussolini in northern Italy during ww2.
42. **Repression** - fascist tactics to control opposition.
43. **Socialist Party** - political party advocating for socialism.
44. **Squadrisimo** - fascist paramilitary violence.
45. **Stresa Front** - 1935 agreement between Italy, France, and Britain against German rearmament.
46. **Victor Emmanuel III** - king of Italy during Mussolini's rise.
47. **War Economy** - economic conditions shaped by WWII.
48. **Youth Indoctrination** - fascist policies aimed at educating young people in fascist ideology.
49. **Zionism** - movement for the re-establishment of a Jewish homeland.
50. **1925-26 Amendments** - constitutional changes solidifying Mussolini's dictatorship

1. What were the key political, economic, and social issues in Italy in the early twentieth century?	Red	Amber	Green
Can you identify and describe the main features of Italy's political system during this period? Are you able to explain the economic and social problems faced by Italy, including the north-south divide? Can you analyse Italy's ambitions and challenges as a 'great power'?			
2. How did Giolitti's government influence Italy in 1911?	Red	Amber	Green
Can you asses Giolitti's relations with the socialists, the Catholic Church, and the nationalists? Are you able to evaluate the foreign policy decisions made by Giolitti's government? Can you discuss the significant impacts of Giolitti's policies on Italian society and politics?			
3. What factors contributed to the growing instability in Italy between 1912 and 1914?	Red	Amber	Green
Can you analyse the impact of the invasion of Libya on Italian politics and society? Are you able to explain the significance of the franchise extension of 1912 and its effects on nationalism and socialism? Can you evaluate the reasons behind Giolitti's resignation and Italy's declaration of neutrality in 1914?			

<b>4. What challenges did the Liberal State face after World War I?</b>	Red	Amber	Green
Can you define the term 'mutilated victory' and explain its significance in post-war Italy? Are you able to describe the economic and social discontent that followed the war? Can you assess the impact of political reforms and the rise of the Socialist and Catholic Parties in the 1919 elections?			
<b>5. How did Mussolini and the fascist movement develop between 1919 and 1922?</b>	Red	Amber	Green
Can you trace the foundation and early programme of the <i>Fasci di Combattimento</i> ? Are you able to explain the significance of <i>squadristo</i> and the fascist move to the right? Can you evaluate the nature and extent of fascist support during this period?			
<b>6. How did Mussolini gain power and establish a fascist dictatorship by 1926?</b>	Red	Amber	Green
Can you analyse Mussolini's strategies in taking advantage of political unrest from 1920 to 1922? Are you able to explain the importance of the March on Rome and the role of Victor Emmanuel III? Can you discuss the steps taken by Mussolini to consolidate his power, including the Acerbo Law and the Matteoti crisis?			
<b>7. How did Mussolini's regime use consent and control to maintain power?</b>	Red	Amber	Green
Can you describe the methods of indoctrination used in education and youth organisations? Are you able to explain the role of propaganda, press control, and censorship in the fascist state? Can you evaluate the impact of the cult of <i>il Duce</i> and the use of repression and terror?			
<b>8. What was the relationship between Mussolini's regime and various political and economic interests?</b>	Red	Amber	Green
Can you assess the interactions between the fascist state and the monarchy, conservative elites, and local governments? Are you able to explain the role of the PNF and Nationalists in supporting Mussolini's regime? Can you discuss the influence of economic interest groups on fascist policies?			
<b>9. How did Mussolini's economic policies shape Italy?</b>	Red	Amber	Green
Can you describe the early economic policies and the shift towards fascist economics? Are you able to analyse the impact of the Corporate State and the responses to the Depression? Can you evaluate the successes and failures of policies like autarky, the 'battle for births,' and the 'battle for grain'?			
<b>10. What were Mussolini's foreign policy aims and their impacts by 1935?</b>	Red	Amber	Green
Can you explain the significance of the Stresa Front and Mussolini's relations with Britain, France, and Germany? Are you able to analyse the consequences of the invasion of Abyssinia? Can you discuss the impact of Mussolini's intervention in the Spanish Civil War?			
<b>11. How did World War II affect Italy between 1940 and 1943?</b>	Red	Amber	Green
Can you describe the military failures in France, North Africa, and the Mediterranean? Are you able to explain the economic and military weaknesses of Italy during the war? Can you analyse the political tensions and events leading to Mussolini's deposition?			
<b>12. How was democracy restored in Italy after the fall of the fascist state?</b>	Red	Amber	Green
Can you trace the events of the Allied invasion and the establishment of the Republic of Salo? Are you able to explain the significance of the German surrender and Mussolini's death? Can you discuss the outcomes of the 1946 referendum and elections in re-establishing democracy in Italy?			
<b>HOME LEARNING TASKS</b>			
<b>Task Description</b>	<b>Done?</b>		
In a concept map, compare and contrast the political, economic and social challenges faced by Italy in the early twentieth century. Evaluate the extent of the threat faced by each of these challenges, and the effectiveness of Giolitti's government in addressing these issues.			
Create a detailed timeline of major events between 1912 and 1914 (invasion of Libya, franchise extension, and the resignation of Giolitti) and analyse their impact on Italian society and politics. Consider their impact in terms of both short-term and long-term consequences.			
Consider the significance of the March on Rome for galvanising support for Mussolini and accelerating his rise to power. Consider the impact on the political, social, economic and international context of Italy.			
Create a table comparing and contrasting the political strategies used by Mussolini and the liberal government to maintain power between 1919 and 1922. Evaluate the extent of similarities and differences, and highlight the areas of success/weakness in each.			
Create a concept map that outlines the methods of propaganda and indoctrination used by the fascist regime to control Italian society – education, youth organisations and the media. For each, include key details and a supplementary paragraph evaluating the significance of each of these factors in gaining support for or maintaining control by the fascist regime.			
Create a table evaluating the impact of Mussolini's economic policies assessing both successes and failures. Evaluate the overall impact of each policy before summarising your overall conclusion on the extent to which Mussolini's economic policies were successful in achieving their aims.			
Create a detailed timeline/living graph charting the downfall of the fascist regime and Mussolini's dictatorship. Living graph: For each key event, chart on the Y axis the extent to which it threatened the stability of the fascist regime (increasing up the Y axis in terms of threat) Timeline: For each event, write an evaluative paragraph that outlines the nature of its impact on Mussolini's downfall – did it precipitate his decline, or was it insignificant?			

Write a detailed response to the question 'What was the most significant turning point in the downfall of the fascist regime in Italy?' outlining the impact and implications of each key event, before putting forward your opinion on which was the most important.

# Knowledge Organiser

Politics  
Year 13

Term 1  
2024/25



**The Abbey**  
School

# Government & Politics Year 12 – Paper 2: UK

## Government

Politics is ultimately about people, but most political decisions are made by a branch of government whose roles and powers are determined by a set of rules: the constitution. This component is fundamental to understanding the nature of UK government, since it enables you to understand where, how and by whom political decisions are made. The component also gives you a base of comparison to other political systems. The component introduces you to the set of rules governing politics in the UK, the UK constitution, which is different in nature from most of the rest of the world. It further introduces the specific roles and powers of the different major branches of the government – legislative, executive, and judiciary – as well as the relationships and balance of power between them, and considers where sovereignty now lies within this system. You will then explore the following key themes: the relative powers of the different branches of UK government; the extent to which the constitution has changed in recent years; the desirability of further change; and the current location of sovereignty within the UK political system.



### Prior Learning Links

- Year 12 UK Politics Unit – Understanding of legitimacy, voting systems, and political parties underpins knowledge of the inner workings of UK Government

### Future Learning Links

- Year 13 Global Comparative Politics – Understanding of legislative processes in the House of Commons and the House of Lords supports understanding of regional and international governance
- Year 13 Global Comparative Politics – features of the judiciary (e.g. Supreme Court) are applied to analysing the role played by international judicial organisations such as the European Court of Human Rights, and International Courts of Justice

## KEY VOCABULARY

- **Authoritative works** - Documents written by constitutional experts that explain the workings of a political system.
- **Backbenchers** - Members of Parliament or legislators who are not part of the government or shadow cabinet.
- **Cabinet Minister** - A senior government minister who heads a department and is part of the executive branch.
- **Collective responsibility** - The convention that all cabinet members must agree with and support government decisions.
- **Common law** - Law derived from judicial decisions and established precedents rather than statutes.
- **Confidence and supply** - An arrangement where a smaller party supports a larger party in parliamentary votes in exchange for policy concessions.
- **Constitution** - A set of fundamental principles or established precedents according to which a state is governed.
- **Conventions** - Unwritten rules that are followed by the country's institutions.
- **Devolution** - The delegation of powers from the central government to regional or local governments.
- **Elective dictatorship** - A situation where a government with a strong majority in Parliament can pass laws without effective opposition.
- **European Union (EU)** - A political and economic union of member states located primarily in Europe.
- **Executive** - The branch of government responsible for implementing laws and running the government.
- **Four freedoms (EU)** - The free movement of goods, capital, services, and people within the EU.
- **Government department** - A sector of government responsible for specific functions, headed by a minister.
- **House of Commons** - The elected lower house of Parliament in the UK.
- **House of Lords** - The appointed upper house of Parliament in the UK.

- **Individual responsibility** - The principle that ministers are responsible for the actions of their departments.
- **Judicial independence** - The concept that the judiciary should be independent from the other branches of government.
- **Judicial neutrality** - The principle that judges should be impartial and not influenced by political considerations.
- **Judicial review** - The power of the judiciary to review and, if necessary, invalidate laws and actions by the executive and legislative branches.
- **Legal sovereignty** - The ultimate legal authority in a political system.
- **Legislative bills** - Proposed laws presented for debate and approval by a legislature.
- **Parliament** - The supreme legislative body in a country, typically consisting of elected and sometimes appointed members.
- **Parliamentary privilege** - Special legal rights and immunities enjoyed by members of Parliament.
- **Parliamentary sovereignty** - The principle that Parliament has the supreme legal authority within a state.
- **Presidential government** - A system of government where the president is the head of state and government, separate from the legislature.
- **Public bill committees** - Committees in the UK Parliament responsible for scrutinizing proposed legislation.
- **Royal prerogative** - Historical powers formally held by the monarch but now exercised by ministers.
- **Salisbury Convention** - The convention that the House of Lords will not oppose the second or third reading of any government legislation promised in its election manifesto.
- **Secondary legislation** - Laws made by an individual or body under powers given to them by an Act of Parliament.
- **Select committees** - Committees established by Parliament to investigate and report on specific areas of policy and administration.
- **Sovereignty** - The supreme authority within a territory.
- **Statute law** - Written laws passed by a legislative body.
- **Supreme Court** - The highest judicial body in a country.
- **The rule of law** - The principle that all individuals and institutions are subject to and accountable to law that is fairly applied and enforced.
- **Treaties** - Formal agreements between countries.
- **Ultra vires** - Acts conducted beyond the legal power or authority of the individual or body performing them.
- **Uncodified (codified)** - A constitution that is not written in a single, comprehensive document (versus a codified constitution that is).
- **Unentrenched (entrenched)** - A constitution that can be amended more easily than an entrenched one.
- **Unitary (federal)** - A system where central government holds primary power (versus federal where power is shared between national and regional governments).
- **Opposition** - The political parties or groups in a legislative body that are not in power and oppose the current government.

### 1. What are the key historical documents that have shaped the UK Constitution? Red Amber Green

Can you explain the significance of the Magna Carta (1215) in the development of the UK Constitution?  
 Are you able to describe the impact of the Bill of Rights (1689) on the constitutional framework?  
 Can you identify how the Act of Settlement (1701) contributed to the evolution of the Constitution?  
 Are you able to discuss the relevance of the Parliament Acts (1911 and 1949) in the context of parliamentary sovereignty?  
 Can you outline the principal sources of the UK Constitution?

### 2. How has the UK Constitution evolved since 1997? Red Amber Green

Can you outline the key constitutional reforms implemented by Labour between 1997 and 2010?  
 Are you able to evaluate the impact of the Fixed Term Parliaments Act 2011 introduced by the Coalition government?  
 Can you explain the significance of further devolution to Scotland post-2015?  
 Are you able to assess the broader implications of constitutional reforms for the UK's governance?

### 3. What is the role and impact of devolved bodies in the UK? Red Amber Green

Can you describe the structure and function of the Scottish Parliament and Government?  
 Are you able to explain the powers and responsibilities of the Welsh Assembly and Government?  
 Can you discuss the role and significance of the Northern Ireland Assembly and Executive?  
 Are you able to evaluate the impact of English devolution on the UK political system?



<b>4. What are the structures and roles of the House of Commons and House of Lords?</b>	<b>Red</b>	<b>Amber</b>	<b>Green</b>
<p>Can you describe the process for selecting members of the House of Commons?</p> <p>Are you able to identify the different types of Peers in the House of Lords and their selection process?</p> <p>Can you outline the main functions of the House of Commons?</p> <p>Are you able to evaluate how effectively the House of Lords fulfils its functions?</p>			
<b>5. How do the powers of the House of Commons and House of Lords compare?</b>	<b>Red</b>	<b>Amber</b>	<b>Green</b>
<p>Can you explain the exclusive powers held by the House of Commons?</p> <p>Are you able to describe the main powers of the House of Lords?</p> <p>Can you discuss the debates surrounding the relative power of the two Houses?</p> <p>Are you able to analyse the implications of these debates for UK governance?</p>			
<b>6. What is the legislative process in the UK Parliament?</b>	<b>Red</b>	<b>Amber</b>	<b>Green</b>
<p>Can you outline the different stages a bill must go through to become law?</p> <p>Are you able to describe the interaction between the Commons and the Lords during the legislative process?</p> <p>Can you explain the significance of the Salisbury Convention?</p> <p>Are you able to evaluate the effectiveness of the legislative process in the UK Parliament?</p>			
<b>7. What is the structure, role, and power of the Executive in the UK?</b>	<b>Red</b>	<b>Amber</b>	<b>Green</b>
<p>Can you describe the structure of the Executive, including the Prime Minister, Cabinet, junior ministers, and government departments?</p> <p>Are you able to explain the main roles of the Executive in proposing legislation, budgets, and making policy decisions?</p> <p>Can you discuss the Royal Prerogative powers held by the Executive?</p> <p>Are you able to evaluate the significance of secondary legislative power?</p>			
<b>8. What are the concepts of individual and collective ministerial responsibility?</b>	<b>Red</b>	<b>Amber</b>	<b>Green</b>
<p>Can you explain the principle of individual ministerial responsibility?</p> <p>Are you able to describe the concept of collective ministerial responsibility?</p> <p>Can you analyse the importance of these concepts in maintaining government accountability?</p> <p>Are you able to provide examples of how these principles have been applied or challenged in recent political history?</p>			
<b>9. How do the Prime Minister and the Cabinet influence UK governance?</b>	<b>Red</b>	<b>Amber</b>	<b>Green</b>
<p>Can you identify the factors that govern the Prime Minister's selection of ministers?</p> <p>Are you able to discuss the factors affecting the relationship between the Prime Minister and the Cabinet?</p> <p>Can you explain how the balance of power between the Prime Minister and the Cabinet has evolved?</p> <p>Are you able to analyse the influence of a specific Prime Minister from 1945 to 1997 and one post-1997 in terms of control and policy determination?</p>			
<b>10. What is the role and influence of the Supreme Court in the UK?</b>	<b>Red</b>	<b>Amber</b>	<b>Green</b>
<p>Can you describe the role and composition of the Supreme Court?</p> <p>Are you able to explain the key operating principles of judicial neutrality and judicial independence?</p> <p>Can you discuss the extent to which the Supreme Court influences the Executive and Parliament?</p> <p>Are you able to evaluate the impact of the doctrine of ultra vires and judicial review on UK governance?</p>			
<b>11. How does the relationship between the Executive and Parliament function?</b>	<b>Red</b>	<b>Amber</b>	<b>Green</b>
<p>Can you analyse the effectiveness of Parliament in holding the Executive to account?</p> <p>Are you able to discuss the strategies used by the Executive to exert dominance over Parliament?</p> <p>Can you evaluate the changes in the balance of power between Parliament and the Executive over time?</p> <p>Are you able to provide examples of significant conflicts or cooperation between these branches?</p>			
<b>12. What has been the impact of the European Union on UK government and sovereignty?</b>	<b>Red</b>	<b>Amber</b>	<b>Green</b>
<p>Can you explain the aims of the EU, including the 'four freedoms' of the single market?</p> <p>Are you able to discuss the impact of leaving the EU on UK Parliamentary sovereignty and policy-making?</p> <p>Can you differentiate between legal sovereignty and political sovereignty?</p> <p>Are you able to analyse the extent to which sovereignty has shifted among different branches of the UK government?</p>			
<b>HOME LEARNING TASKS</b>			
<b>Task Description</b>	<b>Done?</b>		
Complete revision tasks for Units 1-4 using the Government & Politics Workbook, your Revision Guide and Essentials of UK Government & Politics Textbook			
Create a table charting the strengths and weaknesses of each aspect of the UK constitution. For each aspect evaluate the extent to which it fulfils the roles of a constitution. Once the table is complete, write a response to the statement 'The UK Constitution is no longer fit for purpose.'			
Create a case study profile of both the House of Lords and the House of Commons. Each profile should provided details of how they fulfil a 1. Representative Function; 2. Legislative Function; 3. Scrutiny Function. You should add an additional assessment that analyses the strengths and weaknesses in each area, before a final evaluation of how successfully each chamber fulfils their individual functions. Once the table is complete, write a response to the statement 'The House of Lords is far more effective in fulfilling it's functions than the House of Commons.'			
Prepare case studies on a Margaret Thatcher, Tony Blair, Theresa May and Borish Johnson analysing their influence on policy and their relationship with the Cabinet. Discuss the concepts of individual and collective ministerial			

responsibility using real-life examples. Analyse how their Prime Ministerial style impacted their relationship with government, and assess the advantages/disadvantages of this for their respective premierships.	
Complete a source analysis question for Units 1-4 using the list of exam questions found at the end of each chapter of the Essentials of UK Politics textbook.	
Complete an 'Evaluate the extent to which...' essay question for Units 1-4 using the list of exam questions found at the end of each chapter of the Essentials of UK Politics textbook.	

# Government & Politics Year 12 – Paper 1&2: Core & Non-Core Ideologies

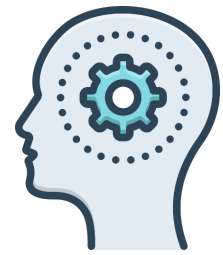
This section allows you to explore the three traditional political ideas of conservatism, liberalism and socialism and the non-core ideology of anarchism. You will learn about the core ideas and principles and how they apply in practice to human nature, the state, society and the economy, the divisions within each idea and their key thinkers.

## Prior Learning Links

- **History:** Year 7 Term 4 – The Tudors; knowledge of the Reformation provides contextual background to the emerging social, political and historical context of Liberalism
- **History:** Year 7 Term 5 – The Stuarts; understanding of the political context of the Divine Right of Kings, tyranny, and The Glorious Revolution in the history of rights in the UK – relevant to both Liberalism and Conservatism
- **History:** Year 7 Term 6 & Year 9 Term 1 – The Renaissance & Medicine Through Time; development of humanism as a precursor to the Enlightenment supports students to understand the contextual background to the developing social, political and historical context of Liberalism
- **History:** Year 8 Term 1 & Year 9 Term 2 – British Empire and the Industrial Revolution & 18<sup>th</sup>-19<sup>th</sup> Century Britain; ability to recognise the ways in which socioeconomic developments such as urbanisation and industrialisation affected the working classes in 18<sup>th</sup>-19<sup>th</sup> century Britain provides knowledge to support understanding of the emergence of Socialist thought and also the responses of Conservatism to these developments
- **History:** Year 8 Term 6 & Year 10 Term 4-6 – The Cold War & Superpower Relations & the Cold War; understanding of the origins and development of the Soviet Union provides a concrete of revolutionary socialism in action, and also enables students to understand why 20<sup>th</sup> Century socialists criticised revolutionary methods
- **Government & Politics:** Year 12 UK Politics – Democracy, Rights, Suffrage, Political Parties; Knowledge of these foundational features of modern day UK Politics allows students to access a more in-depth analysis of the history of the core ideologies

## Future Learning Links

- Year 13 Global Comparative Politics; understanding of principles such as human nature, the state, freedom and economic systems are used to support the investigation into the Liberal and Realist conception of global politics with explicit synoptic links made towards Liberalism, Conservatism and Socialism
- Year 13 Global Comparative Politics; ability to comprehend the notion of ‘anarchy’ is used to discuss the idea of ‘international anarchy’ – central to an understanding of the Realist view of global politics



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## KEY VOCABULARY

### Ideologies Core Vocabulary

**Altruism** - Selfless concern for the well-being of others.

**Anti-permissiveness** - Opposition to liberal policies that allow more freedom in moral and social behaviours.

**Atomism** - The belief that society is made up of self-interested and largely self-sufficient individuals.

**Authority** - The power or right to give orders, make decisions, and enforce obedience.

**Autonomy** - The right or condition of self-government.

**Capitalism** - An economic system where trade and industry are controlled by private owners for profit.

**Change to conserve** - The principle of making necessary changes to preserve the core values and structures of society.

**Class consciousness** - Awareness of one's social class and its inherent conflicts with other classes.

**Collectivisation** - The process of forming collective farms where the government controls production and distribution.

**Common ownership** - Shared ownership of resources and means of production.

**Communism** - A political theory advocating class war and leading to a society where property is publicly owned.

**Cooperation** - The process of working together to the same end.

**Developmental individualism** - The belief that individuals should be enabled to pursue personal growth and development.

**Dialectic** - The process of thought by which apparent contradictions are seen to be part of a higher truth.

**Direct action** - Political action taken outside the usual channels, often including protests or strikes.

**Direct democracy** - A form of democracy in which people decide on policy initiatives directly.

**Egoistical individualism** - The belief that individual self-interest is the foundation of a free society.

**Empiricism** - The theory that all knowledge is based on experience derived from the senses.

**Enabling state** - A government that plays a proactive role in supporting economic and social welfare.

**Equality of opportunity** - The idea that everyone should have the same chance to achieve success.

**Formal equality** - The principle that all individuals are equal by law.

**Foundational equality** - The belief that all humans are inherently equal by virtue of being human.

**Fraternity** - Brotherhood and mutual support within a group.

**Government** - The governing body of a nation, state, or community.

**Harm principle** - The principle that individuals should be free to act however they wish unless their actions harm others.

**Hierarchy** - A system where members of an organization or society are ranked according to relative status or authority.

**Historical materialism** - The Marxist theory that material conditions fundamentally shape society and history.

**Human imperfection** - The belief that humans are inherently flawed and prone to error.

**Insurrection** - A violent uprising against an authority or government.

**Keynesian economics** - An economic theory that advocates for government intervention to stabilize the economy.

**Keynesianism** - The economic theories and practices based on the ideas of John Maynard Keynes.

**Laissez-faire** - An economic system with minimal government intervention.

**Laissez-faire capitalism** - An economic system where the government has little to no involvement in business activities.

**Limited government** - A political system where legalized force is restricted through delegated and enumerated powers.

**Marxism** - A worldview and method of societal analysis based on the works of Karl Marx.

**Mechanistic theory** - The theory that all natural phenomena can be explained by physical causes and processes.

**Meritocracy** - A system where advancement is based on individual ability or achievement.

**Minimal state** - A government that provides only the essential services required for the functioning of society.

**Mutual aid** - Cooperation and assistance among individuals or groups for mutual benefit.

**Mutualism** - An economic theory where mutual dependence and cooperation replace competition.

**Negative freedom** - The absence of constraints or interference from others.

**Noblesse oblige** - The moral obligation of those with power and privilege to act with generosity and nobility toward those less privileged.

**Positive freedom** - The ability to act on one's free will and realize personal potential.

**Power** - The ability or capacity to influence or control the behavior of others.

**Radical** - Advocating for thorough or complete political or social reform.

**Revisionism** - The act of revising or modifying established theories or beliefs, especially Marxist doctrine.

**Social contract** - The theory that individuals consent, either explicitly or implicitly, to surrender some freedoms to authority in exchange for security and order.

**Social justice** - The concept of fair and just relations between individuals and society, including issues of equality and human rights.

**Solidarity** - Unity or agreement of feeling or action among individuals with a common interest.

**State** - The political organization of society, or the body politic, or more narrowly, the institutions of government.

**Syndicalism** - A movement that aims to transfer the ownership and control of the means of production and distribution to workers' unions.

**Tolerance** - The willingness to accept or endure the beliefs or behaviours of others.

### Key Thinkers

#### Liberalism Key Thinkers

##### John Locke (1632-1704)

- Social contract theory – society, state and government are based on a theoretical voluntary agreement.
- Limited government – that government should be limited and based on consent from below.

##### Mary Wollstonecraft (1759–97)

- Reason – women are rational and independent beings capable of reason.

#### Conservatism Key Thinkers

##### Thomas Hobbes (1588–1679)

- Order – an ordered society should balance the human need to lead a free life.
- Human nature – humans are needy, vulnerable and easily led astray in attempts to understand the world around them.

##### Edmund Burke (1729–1797)

- Formal equality – in order to be free, women should enjoy full civil liberties and be allowed to have a career.

**John Stuart Mill (1806-73)**

- Harm principle – that individuals should be free to do anything except harm other individuals.
- Tolerance – belief that the popularity of a view does not necessarily make it correct.

**John Rawls (1921-2002)**

- Theory of justice – opinion that society must be just and guarantee each citizen a life worth living.
- The veil of ignorance – a hypothetical scenario where individuals agree on the type of society they want from a position where they lack knowledge of their own position in society.

**Betty Friedan (1921-2006)**

- Legal equality – women are as capable as men and that oppressive laws and social views must be overturned.
- Equal opportunity – women are being held back from their potential because of the limited number of jobs that are 'acceptable' for women.

- Change – political change should be undertaken with great caution and organically.
- Tradition and empiricism – practices passed down for generations should be respected.

**Michael Oakeshott (1901–1990)**

- Human imperfection – suggestion that society is unpredictable and humans are imperfect.
- Pragmatism – belief that conservatism is about being pragmatic.

**Ayn Rand (1905–1982)**

- Objectivism – this advocates the virtues of rational self-interest.
- Freedom – this supports a pure, laissez-faire capitalist economy.

**Robert Nozick (1938–2002)**

- Libertarianism – based on Kant's idea that individuals in society cannot be treated as a thing, or used against their will as a resource.
- Self-ownership – individuals own their bodies, talents, abilities and labour.

**Socialism Key Thinkers**

**Karl Marx (1818–83) and Friedrich Engels (1820–95)**

- The centrality of social class – the ideas of historical materialism, dialectic change and revolutionary class consciousness.
- Humans as social beings – how nature is socially determined and how true common humanity can be expressed only under communism.

**Beatrice Webb (1858–1943)**

- 'The inevitability of gradualness' – the gradualist parliamentary strategy for achieving evolutionary socialism.
- The expansion of the state – that this, and not the overthrow of the state, is critical in delivering socialism.

**Rosa Luxemburg (1871–1919)**

- Evolutionary socialism and revisionism – this is not possible as capitalism is based on an economic relationship of exploitation.
- Struggle by the proletariat for reform and democracy – this creates the class consciousness necessary for the overthrow of the capitalist society and state.

**Anthony Crosland (1918–77)**

- The inherent contradictions in capitalism – does not drive social change and managed capitalism can deliver social justice and equality.
- State-managed capitalism – includes the mixed economy, full employment and universal social benefits.

**Anthony Giddens (1938– )**

- The rejection of state intervention – acceptance of the free market in the economy, emphasis on equality of opportunity over equality, responsibility and community over class conflict.
- The role of the state – is social investment in infrastructure and education not economic and social engineering.

**Anarchism Key Thinkers**

**Max Stirner (1806-1856)**

- The self-interested and rational individual – is the centre of the moral universe and the state.
- The future society will be the Union of Egoists (anarchy is order) – this will be brought about by insurrection, not overthrow of the state.

**Pierre-Joseph Proudhon (1809-1865)**

- Opposition to private property and collectivism – private property limits liberty and economic freedom and should be replaced by mutualism.
- The rejection and overthrow of the state – via peaceful means.

**Mikhail Bakunin (1814-1876)**

- Propaganda by the deed – this would spark revolution and the state must be abolished as power is oppressive.
- Strong belief in human sociability – the need to abolish private property and replace it with collectivisation.

**Peter Kropotkin (1842-1921)**

- The scientific basis for mutual aid – allows human nature to flourish.
- Revolution to abolish the state and private property – utopian vision of the future society where anarchy is order.

**Emma Goldman (1869-1940)**

- The state is a cold monster – it should be rejected as it is immoral.
- All forms of political participation in the state and society are corrupting and futile – so revolution, not reform, is the only option.

1. What are the core ideas and principles of liberalism related to individualism?

Red

Amber

Green

Can you explain the concept of egoistical individualism and how it differs from developmental individualism?

Are you able to discuss the importance of individualism in liberal thought? Can you evaluate the impact of individualism on liberal views of society and the state? Are you able to analyse how individualism influences liberal economic policies?			
<b>2. How do liberals define and guarantee freedom/liberty?</b>	Red	Amber	Green
Can you describe the link between freedom and individualism in liberal ideology? Are you able to explain the concept of freedom 'under the law' and its significance to liberals? Can you discuss how liberals believe individual freedom can be best achieved and protected? Are you able to compare and contrast the different liberal perspectives on freedom?			
<b>3. What are the different views and tensions within liberalism?</b>	Red	Amber	Green
Can you define classical liberalism and its approach to the role of the state? Are you able to describe how modern liberalism differs from classical liberalism regarding free-market capitalism? Can you evaluate the reasons why modern liberals support more state intervention? Are you able to analyse how the differing views within liberalism reflect broader debates about freedom and equality?			
<b>4. What is the role of pragmatism in conservative ideology?</b>	Red	Amber	Green
Can you explain how pragmatism guides conservative decision-making processes? Are you able to discuss the relationship between pragmatism and traditional conservative philosophy? Can you analyse the role of pragmatism in one-nation conservatism? Are you able to evaluate the advantages and limitations of a pragmatic approach in politics?			
<b>5. How does conservatism view human nature and its implications for society and the state?</b>	Red	Amber	Green
Can you describe the conservative belief in human imperfection and its three aspects? Are you able to explain how the concept of human imperfection justifies conservative views on authority and hierarchy? Can you discuss the impact of conservative views on human nature on their economic policies? Are you able to compare and contrast conservative and liberal views on human nature?			
<b>6. What are the differing views and tensions within conservatism?</b>	Red	Amber	Green
Can you define traditional conservatism and its key commitments? Are you able to explain the concept of one-nation conservatism and its response to capitalism? Can you describe the main ideas of the New Right and its two strands: neo-liberalism and neo-conservatism? Are you able to evaluate the impact of the New Right on contemporary conservative thought?			
<b>7. What is the socialist perspective on collectivism and common humanity?</b>	Red	Amber	Green
Can you explain how collectivism is valued both practically and morally in socialism? Are you able to describe the socialist view of human nature as cooperative and sociable? Can you discuss how socialism views the relationship between the individual and society? Are you able to evaluate the implications of collectivism for socialist economic policies?			
<b>8. How do socialists define and debate the concept of equality?</b>	Red	Amber	Green
Can you describe the different interpretations of equality within socialist thought? Are you able to explain why equality is considered fundamental to socialism? Can you discuss the impact of socialist views on equality on their policies for the state and economy? Are you able to analyse the tensions within socialism regarding the implementation of equality?			
<b>9. What are the differing views and tensions within socialism?</b>	Red	Amber	Green
Can you define revolutionary socialism and its approach to achieving socialist goals? Are you able to explain the principles of social democracy and its vision for humanizing capitalism? Can you describe the Third Way as an alternative route between socialism and free-market capitalism? Are you able to evaluate the strengths and weaknesses of these different socialist approaches?			
<b>10. Why do anarchists reject the state and how do they propose to achieve this?</b>	Red	Amber	Green
Can you explain the anarchist argument that the state is immoral and unjust? Are you able to discuss the impact of the state on human nature according to anarchists? Can you describe the methods anarchists advocate for overthrowing the state? Are you able to analyse the feasibility and implications of a stateless society?			
<b>11. How do anarchists view liberty and its relationship to political authority?</b>	Red	Amber	Green
Can you explain why anarchists believe liberty is incompatible with political authority? Are you able to discuss the differing views on liberty within anarchist thought? Can you describe how anarchists believe liberty can lead to a peaceful and stable society? Are you able to evaluate the challenges to achieving true liberty in an anarchist society?			
<b>12. What are the different types of anarchism and their key principles?</b>	Red	Amber	Green
Can you define collectivist anarchism and its commitment to common ownership? Are you able to explain the main ideas of individualist anarchism and its focus on autonomy? Can you describe the variations within collectivist anarchism, such as anarcho-communism and mutualism? Are you able to analyse the practical and ideological differences between collectivist and individualist anarchism?			
<b>HOME LEARNING TASKS</b>			
<b>Task Description</b>			<b>Done?</b>
Complete the Ideologies & Key Thinkers Profiles for each of Liberalism, Conservatism, Socialism, and Anarchism found in the Government & Politics Revision Workbook			

<p>Create a table comparing the similarities and differences between Classical Liberals and Modern Liberals in areas of: Human Nature; Freedom; Society; The State; Economy. Write an evaluative paragraph which judges the extent to which these sub-divisions are in unity, or disagreement with one another.</p>	
<p>Create a table comparing the similarities and differences between Traditional Conservatives, One Nation Conservatives, and the New Right in areas of: Human Nature; Freedom; Society; The State; Economy. Write an evaluative paragraph which judges the extent to which these sub-divisions are in unity, or disagreement with one another.</p>	
<p>Create a table comparing the similarities and differences between Revolutionary Socialists, Evolutionary Socialists/Social Democracy, and Third Way Socialists in areas of: Human Nature; Freedom; Society; The State; Economy. Write an evaluative paragraph which judges the extent to which these sub-divisions are in unity, or disagreement with one another.</p>	
<p>Use your tables to plan a response to a thematic exam question for each ideology – focusing specifically on the extent of agreement within each ideology on either: freedom, the state, or the economy.</p>	

# Government & Politics Year 12 – Paper 1: UK Politics

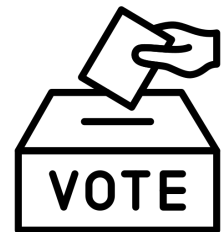
This part of the course explores the nature of politics and how people engage in the political process in the UK. You will investigate in detail how people and politics interact. You will explore the emergence and development of the UK's democratic system and the similarities, differences, connections and parallels between direct and indirect democracy. You will focus on the role and scope of political parties that are so central to contemporary politics, including the significance of the manifestos they publish at election time and their relevance to the mandate of the resulting government. This section allows you to understand the individual in the political process and their relationship with the state and their fellow citizens and examine how electoral systems in the UK operate and how individuals and groups are influenced in their voting behaviour and political actions. This component will further examine the role of the media in contemporary politics and provide an understanding of voting patterns and voting behaviour.

## Prior Learning Links

- **History:** Year 7 Term 5 – The Stuarts; understanding of the political context of the Divine Right of Kings, tyranny, and The Glorious Revolution in the history of rights in the UK – relevant to the emergence of democracy in the UK
- **History:** Year 8 Term 1 & Year 9 Term 2 – British Empire and the Industrial Revolution & 18<sup>th</sup>-19<sup>th</sup> Century Britain; ability to recognise the ways in which socioeconomic developments such as urbanisation and industrialisation affected the working classes in 18<sup>th</sup>-19<sup>th</sup> century Britain provides knowledge to support understanding of the extension of the franchise and the emergence of rights in the UK
- **History:** Year 8 Term 5 & Year 10 Term 1-3 – Weimar & Nazi Germany; Students are introduced to the idea of proportional representation in the context of the Weimar Constitution and assess the strengths and weaknesses of it for democratic representation and effective government

## Future Learning Links

- **Government & Politics:** Year 12 UK Politics – Democracy, Rights, Suffrage, Political Parties; Knowledge of these foundational features of modern day UK Politics allows students to access a more in-depth analysis of the history of the core ideologies as part of Paper 1 & 2 core & non-core ideologies



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## KEY VOCABULARY

- **Additional Member System (AMS)** - A hybrid voting system that combines first-past-the-post and proportional representation.
- **Class dealignment** - The weakening relationship between social class and voting behaviour.
- **Classical liberals** - Advocates for individual freedom, limited government, and free-market economy.
- **Coalition government** - A government formed by multiple political parties who cooperate to form a majority.
- **Democratic deficit** - A situation where democratic institutions or organizations fall short of fulfilling the principles of democracy.
- **Direct democracy** - A form of democracy where citizens vote directly on laws and policies.
- **Disillusion and apathy** - A lack of interest or trust in politics, often due to dissatisfaction with the political system.
- **First-past-the-post (FPTP)** - An electoral system where the candidate with the most votes in a constituency wins.
- **Franchise/suffrage** - The right to vote in public elections.
- **Governing competency** - The ability of a government to effectively implement policies and manage public affairs.
- **Legitimacy** - The rightfulness or acceptance of authority, usually referring to a government or political system.
- **Left-wing** - Political positions or activities that support social equality and egalitarianism.
- **Lobbyists** - Individuals or groups who attempt to influence political decisions on behalf of a particular interest or cause.
- **Mandate** - The authority granted by a constituency to act as its representative.



- **Manifesto** - A public declaration of policy and aims, especially one issued before an election by a political party or candidate.
- **Marginal seat** - An electoral district where the incumbent won by a small margin, making it competitive in future elections.
- **Minority government** - A government in which the ruling party does not have an absolute majority of seats in the legislature.
- **Modern liberals** - Advocates for social justice, mixed economy, and the protection of individual rights.
- **New Labour (Third Way)** - A centrist political approach that seeks to reconcile right-wing economic policies with left-wing social policies.
- **New Right** - A conservative political movement that advocates for free markets, privatization, and limited government intervention.
- **Old Labour (social democracy)** - A political ideology that combines support for a mixed economy with a focus on social justice and workers' rights.
- **One Nation** - A political philosophy that emphasizes social cohesion and the welfare of all citizens, often associated with moderate conservatism.
- **Participation crisis** - A situation where a significant portion of the electorate is disengaged from the political process.
- **Partisan dealignment** - The weakening of the allegiance between voters and political parties.
- **Party systems** - The way political parties are structured and interact within a political system.
- **Pluralist democracy** - A form of democracy where multiple groups, organizations, or parties can influence political decisions.
- **Representative democracy** - A type of democracy where elected officials represent a group of people.
- **Right-wing** - Political positions or activities that emphasize tradition, authority, and national security.
- **Safe seat** - An electoral district where a particular party or candidate is strongly favoured to win.
- **Single Transferable Vote (STV)** - A voting system that allows voters to rank candidates by preference and transfers votes to ensure proportional representation.
- **Supplementary Vote (SV)** - A voting system where voters select a first and second choice, and if no candidate wins a majority, the top two go to a runoff.
- **Think tanks** - Research organizations that provide advice and ideas on specific political or economic problems.

1. What are the key features of direct democracy and representative democracy? Can you describe examples of direct and representative democracy in action? Are you able to evaluate the advantages and disadvantages of each system? How might these systems respond differently to crises or major political decisions?	Red	Amber	Green
2. How has the franchise in the UK evolved over time, and what are the debates surrounding suffrage? Can you outline the key milestones in extending the franchise? Are you able to analyse the roles of suffragists and suffragettes in the suffrage movement? How does a contemporary movement seek to extend the franchise today?	Red	Amber	Green
3. How do pressure groups and other collective organizations influence UK politics? Can you compare the methods and influence of two different pressure groups? Are you able to assess the impact of think tanks, lobbyists, and corporations on government decisions? How does the influence of pressure groups vary depending on political contexts or issues?	Red	Amber	Green
4. What are the functions and features of political parties in the UK's representative democracy? Can you analyse how political parties contribute to policy formation and representation? Are you able to evaluate the role of political parties in shaping public opinion?	Red	Amber	Green
5. How have the Conservative, Labour, and Liberal Democrat parties developed historically and how has this shaped their policies? Can you explain the evolution of major UK political parties? Are you able to discuss how historical contexts influence current party ideologies?	Red	Amber	Green
6. What role do emerging and minor political parties play in the UK political landscape? Can you describe the ideas and policies of two minor UK parties? Are you able to analyse how smaller parties impact election outcomes or policy debates? How might smaller parties influence the agenda of major political parties?	Red	Amber	Green
7. What are the characteristics and implications of different electoral systems used in the UK?	Red	Amber	Green

<p>Can you compare First-Past-The-Post (FPTP), AMS, STV, and SV systems?          Are you able to evaluate the strengths and weaknesses of each system?          How do these systems affect political representation and voter behaviour?</p>			
8. How have referendums been utilised in UK politics and what are the arguments for and against their use?	Red	Amber	Green
<p>Can you analyse the impact of major referendums since 1997?          Are you able to assess whether referendums enhance or undermine representative democracy?          How do referendums influence public opinion and political decision-making?</p>			
9. What are the debates surrounding electoral systems and their impact on UK governance?	Red	Amber	Green
<p>Can you explain why different electoral systems are used across the UK?          Are you able to analyse how electoral systems affect government formation and stability?          How do electoral systems influence the representation of diverse political viewpoints?</p>			
10. How have three key general elections shaped UK politics and government?	Red	Amber	Green
<p>Can you analyse the outcomes and impacts of elections from different historical periods (1979, 1997, 2019)?          Are you able to explain how party policies, campaigns, and wider contexts affect election results?          What factors explain voting patterns and turnout in these elections?</p>			
11. What role does the media play in shaping UK politics, especially during general elections?	Red	Amber	Green
<p>Can you assess the influence of media bias, opinion polls, and campaigning techniques?          Are you able to analyse how media coverage impacts voter perception and political outcomes?          How does the media's role differ in influencing public opinion between and during elections?</p>			
12. How do demographic factors such as gender, age, ethnicity, and region influence voting behaviour?	Red	Amber	Green
<p>Can you analyse national voting patterns across different demographic groups?          Are you able to explain how demographics interact with political party support?          What trends in voter behaviour can be identified from historical and recent election data?</p>			
<b>HOME LEARNING TASKS</b>			
<b>Task Description</b>	<b>Done?</b>		
Complete revision tasks for Units 1-4 using the Government & Politics Workbook, your Revision Guide and Essentials of UK Government & Politics Textbook			
Create a detailed table that evaluates the advantages and disadvantages of direct and representative democracy, using historical examples and current case studies to support your arguments. In a final column, put forward your own opinion towards the statement 'Representative democracy is the most superior form of democracy'			
Create a timeline for each of the main political parties (Conservatives, Labour, Liberal Democrats) that charts their historical development. The timeline should include how historical contexts have shaped their policies towards, the economy, law and order, welfare, and foreign affairs.			
Create case-study profiles for each of the voting systems investigated in this unit. For each profile you must: explain how this system works; provide relevant and concrete examples of this voting system in action in the UK; assess the strengths; assess the weaknesses; evaluate the overall efficacy of this voting system in upholding democracy in the UK. Following the creation of these profiles, put forward your own opinion towards the statement 'Proportional voting systems are far more effective than majoritarian systems.'			
Create case-study profiles for each of the following elections: 1979, 1997, and 2019. In each case study profile, you must include: an analysis of the outcomes, the influence of media coverage, and an investigation into demographic factors of voting behaviour and election results. Compare and contrast the similarities and differences between each election to evaluate the most salient factor in determining the outcomes of UK General Elections.			
Complete a source analysis question for Units 1-4 using the list of exam questions found at the end of each chapter of the Essentials of UK Politics textbook.			
Complete an 'Evaluate the extent to which...' essay question for Units 1-4 using the list of exam questions found at the end of each chapter of the Essentials of UK Politics textbook.			

# Government & Politics Year 13 – Global Comparative Politics

We live in a complex world with significant challenges, including global terrorism, poverty, economic instability, weapons proliferation, failing states and environmental degradation. These challenges require global co-operation if they are to be resolved. Global politics gives you the opportunity to develop an understanding of the local, national, international and global dimensions of political activity. It also provides an opportunity to explore the political issues that affect all of us. You will gain understanding of abstract political concepts through grounding them in contemporary real-world examples and case studies that will develop an international awareness and knowledge of multiple perspectives. Global politics encourages discussion and debate and requires you to study and present different global perspectives, as well as interpreting competing and contestable claims. The key mainstream perspectives on global politics are liberalism and realism, and you will be expected to understand how these perspectives are applied throughout all elements of the global politics content.



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## Prior Learning Links

- Year 12 Core & non-Core; understanding of principles such as human nature, the state, freedom and economic systems are used to support the investigation into the Liberal and Realist conception of global politics with explicit synoptic links made towards Liberalism, Conservatism and Socialism
- Year 12 Core & non-Core; ability to comprehend the notion of 'anarchy' is used to discuss the idea of 'international anarchy' – central to an understanding of the Realist view of global politics

## Future Learning Links

- N/A

## KEY VOCABULARY

### Global Comparative Politics – Specification Vocabulary

**Autocratic state** - A government system where a single individual holds unlimited political power.

**Cultural globalisation** - The spread and exchange of cultural beliefs and social activities across different countries.

**Democratic state** - A political system in which government is based on the will of the people, typically through elected representatives.

**Dependency theory** - A theory which suggests that wealthy nations exploit poorer ones, hindering their development.

**Economic globalisation** - The increasing economic interdependence of national economies across the world through cross-border trade, investment, and capital flows.

**Emerging power** - A nation that is rising in terms of economic and political influence.

**European integration** - The process of industrial, political, legal, economic, social, and cultural integration among European countries.

**European Union (EU)** - A political and economic union of 27 member states located primarily in Europe.

**Failed states** - Countries with weak institutions, high corruption, and a lack of government control over territory.

**Federalism** - A system of government in which entities such as states or provinces share power with a national government.

**Global actor** - An entity that has significant influence on international affairs, such as countries, multinational corporations, or international organizations.

**Global commons** - Natural resources and spaces that are not owned by any one nation and are used collectively, such as the high seas, the atmosphere, and Antarctica.

**Global governance** - The cooperation among transnational actors aimed at negotiating responses to problems that affect more than one state or region.

**Globalisation** - The process by which businesses or other organizations develop international influence or start operating on an international scale.

**G7(8)/G20** - Groups of major advanced (G7/8) and emerging (G20) economies that meet to discuss global economic issues.

**Great power** - A sovereign state that has the ability to influence global events due to its economic, military, and diplomatic strength.

**Hard power** - The use of military and economic means to influence the behavior or interests of other political bodies.

**Homogenisation and monoculture** - The process by which local cultures are transformed or absorbed by a dominant outside culture, leading to cultural uniformity.

**Human rights** - Fundamental rights believed to belong to every person, regardless of race, gender, age, or nationality.

**Humanitarian intervention** - The use of military force by a state or group of states to end human rights violations in another state.

**Interconnectedness** - The state of having connections or relationships with other people or nations.

**Intergovernmental Panel on Climate Change (IPCC)** - A UN body that assesses the science related to climate change.

**Intergovernmentalism** - An arrangement whereby multiple countries cooperate on issues while retaining their sovereignty.

**International Court of Justice (ICJ)** - The principal judicial organ of the United Nations, which settles legal disputes between states.

**International Criminal Court (ICC)** - A court established to prosecute individuals for genocide, crimes against humanity, and war crimes.

**International law** - A set of rules generally accepted and recognized as binding in relations between states and nations.

**International Monetary Fund (IMF)** - An international organization that aims to promote global economic stability and growth.

**International tribunals** - Courts established to adjudicate disputes and crimes that transcend national borders, often relating to human rights.

**Intergovernmentalism** - An approach to international relations where states cooperate but retain their sovereignty.

**Multipolarity** - A global power structure in which multiple states or organizations hold significant power.

**Nation state** - A sovereign state whose citizens or subjects are relatively homogeneous in factors such as language or common descent.

**NATO** - The North Atlantic Treaty Organization, a military alliance of European and North American democracies.

**NGOs** - Non-Governmental Organizations, independent organizations that work on various issues such as human rights, environment, and development.

**Non-state actors** - Individuals or organizations that have significant political influence but are not allied to any particular country or state.

**North-South divide** - The socio-economic and political division that exists between the wealthy developed countries, known collectively as the "North," and the poorer developing countries, or the "South."

**Polarity/Unipolarity/Bipolarity** - Terms describing the distribution of power in the international system: single dominant power (unipolarity), two dominant powers (bipolarity), or multiple significant powers (multipolarity).

**Political globalisation** - The growth of the worldwide political system, both in size and complexity.

**Regionalism** - The theory or practice of regional rather than central systems of administration or economic, cultural, or political affiliation.

**Rogue states** - Nations perceived as threatening to the world's peace due to their policies, such as sponsoring terrorism and seeking weapons of mass destruction.

**Security Council** - A principal organ of the United Nations, responsible for maintaining international peace and security.

**Semi-democratic state/non-democratic state** - A state that holds elections but does not fully adhere to democratic principles or one that does not practice democracy at all.

**Soft power** - The ability to attract and co-opt rather than coerce, using cultural or ideological appeal.

**Sovereignty** - The authority of a state to govern itself or another state.

**Structural Adjustment Programme (SAP)** - Economic policies imposed on developing countries by international agencies to create conditions encouraging international trade.

**Supranationalism** - A type of multinational political union where negotiated power is delegated to an authority by governments of member states.

**Superpower** - An extremely powerful nation, especially one capable of influencing international events and the policies of less powerful nations.

**Sustainability** - The ability to maintain or support an activity or process over the long term.

**Sustainable development** - Development that meets the needs of the present without compromising the ability of future generations to meet their own needs.

**The United Nations** - An international organization founded in 1945 to promote world peace, security, and cooperation.

**Tragedy of the commons** - A situation in a shared-resource system where individual users act according to their own self-interest, depleting or spoiling the shared resource.

**Universal human rights** - Rights that are believed to belong justifiably to every person, regardless of legal jurisdiction or other factors.

**United Nations Framework Convention on Climate Change (UNFCCC)** - An international environmental treaty to combat climate change.

**Widening-deepening** - Concepts relating to the extent (widening) and intensity (deepening) of integration among countries.

**World Bank** - An international financial institution that provides loans and grants to the governments of poorer countries for the purpose of pursuing capital projects.

**World government** - The idea of a central government with authority over the entire planet.

**World Trade Organization (WTO)** - An international organization that regulates trade between nations.

#### **Detailed Kevin Bloor *Understanding Global Politics* Glossary**

**Abraham Accords** – A joint agreement between Israel, the UAE and the US signed in 2020. The Abraham Accords marked the first normalisation of relations between Israel and a neighbouring Arab state since the mid-1990s.

**Absolute gains** – The overall benefit of a decision for a state or non-state actor regardless of the gains made by others. Actors therefore determine their actions on the basis of absolute rather than relative gains. The concept of absolute gain is rooted within the liberal perspective on International Relations.

**Accountability** – A situation in which those in power are held responsible for their decisions. There is a distinction to be made between horizontal and vertical accountability. The former requires a system of checks and balances between the three branches of government. Vertical accountability entails a role for citizens in acting as a limit upon the powers of government.

**Adaptation** – Changes made in order to accommodate different circumstances (such as living with the consequences of climate change). Strategies consistent with adaptation include the relocation of settlements in areas most at risk from climate change. Adaptation therefore entails changes within the processes, practices and structures dealing with environmental degradation.

**African Continental Free Trade Area** – A free trade area amongst members of the African Union. Established in 2021, the aim is to remove tariffs and increase intra-African trade. The agreement seeks to create a single market along similar lines to European integration.

**African Monetary Union (AMU)** – The process of deeper monetary integration within the African Union. The AMU will be administered by a central bank and result in the creation of a single currency.

**African Union (AU)** – An organisation consisting of member states from the African continent. The African Union was founded in 2002 and replaced the Organisation of African Unity. The regional bloc has created the Pan-African Parliament, the Commission and a semi-annual meeting of state premiers. The AU has also established a Peace and Security Council in order to implement decisions.

**Anarchy** – A condition in which states are free to pursue their own interests regardless of any wider obligations towards other members of the international community. Ultimately, there is no governing institution with the authority to resolve disputes between states and non-state actors. The realist school of thought tends to emphasise the importance of anarchy on the behaviour of states, whilst liberals claim the effects are somewhat exaggerated.

**Annexation** – The acquisition of another state's territory by force. Annexation is a unilateral act in which territory is seized rather than via cession (given or sold via a Treaty). Annexation can be legitimised via general recognition by international bodies (such as intergovernmental institutions).

**Anocracy** – A type of government that combines democratic and dictatorial features. Anocracies enable some form of democratic participation within a broader dictatorial framework. The number of anocracies has increased since the end of the Cold War.

**Anthropocentrism** – A worldview associated with the belief that humans are custodians of the Earth's resources. Anthropocentrism emphasises the elevated status of humans within the animal kingdom.

**Anti(alter)-globalisation** – A political movement that campaigns for an alternative form of globalisation to that of the Washington Consensus. Pressure groups, academics and civil society favour another world built upon concepts such as equality and social justice. The anti (or alter)-globalisation movement also seeks to promote an environmentally-friendly approach to economic development.

**Arms Race** – A situation in which two or more nations increase their military expenditure due to a shared mistrust. The arms race is a direct consequence of the security dilemma (or spiral of insecurity).

**Association of Southeast Asian Nations (ASEAN)** – ASEAN is a regional inter-governmental organisation that encourages political, economic, and security cooperation among its members. The group has held a key role in Asian economic and, to a certain extent, political integration. Equally, ASEAN has led negotiations amongst Pacific-Asian nations to form one of the largest free trading blocs the world has ever seen.

**ASEAN Way** – An informal and consensual approach adopted by leaders of the ASEAN states. The emphasis is upon compromise, consultation and the avoidance of conflict. The ASEAN way is also characterised by quiet diplomacy and coordination amongst member states.

**Assimilation** – A process in which different cultures are absorbed within the broader culture of that society. Assimilation places social harmony above the diversity championed by integration, and therefore offers a counter to the clash of civilisations thesis.

**Asymmetrical development** – The disparity in economic development between the industrialised ‘North’ and the underdeveloped ‘South.’

**Authority** – The legitimate right to author decisions and rule over others. When power is exercised without legitimate authority, it can lead to conflict.

**Autocracy** – A system of government in which a single leader or party is in possession of supreme and absolute power. Once viewed in a favourable manner, the term autocracy is often considered in a negative sense due to its association with dictatorial regimes.

**Balance of power** – A concept which stipulates that states secure their survival via forging alliances with other states. In doing so, an equilibrium can be maintained between rival groups. The balance of power seeks to ensure a degree of stability compared to a system in which a hegemonic power could dominate its weaker neighbours.

**Bandwagoning** – A situation in which a state is aligned with a stronger adversary. Bandwagoning occurs when the weaker state decides that the cost of opposing the stronger power exceeds the benefits.

**Bangkok Declaration on Human Rights** – Signed in 1993, the Bangkok Declaration offers an alternative narrative to the Eurocentric approach. The Bangkok Declaration emphasises communal obligations rather than the rights of the individual. The document also emphasises the importance of sovereignty and the principle of non-interference.

**Beijing Consensus** – The political and economic policies adopted by China following the free-market reforms instigated by Deng Xiaoping. The phrase was coined by Joshua Cooper Ramo to highlight an alternative approach towards the Washington Consensus. The Chinese approach is sometimes referred to as a ‘birdcage economy’.

**Belt and Road Initiative** – A global infrastructure development strategy adopted by the Chinese government. It is the centrepiece of contemporary Chinese foreign policy with a target date for completion by the middle of the century.

**Billiard ball model** – A realist conception in which the state is analogous to an independent and unitary billiard-ball. According to this state-centric assumption, domestic politics ends at the water’s edge and engagements with other states may be calculated. In contrast, liberals claim that International Relations is characterised via the cobweb model.

**Bipolarity** – The distribution of power within international relations characterised by two superpowers each with their own sphere of influence. The term can be applied in a global or regional sense. Bipolarity often entails proxy wars rather than direct confrontation.

**Bourgeoisie** – A Marxist term used to describe the owners of capital. According to the Marxist perspective, those who own the means of production exploit those who sell their labour for a wage (the proletariat). Dependency theorists adopt a neo-Marxist understanding of the global economic system.

**Brazilification** – The hollowing-out of the middle class combined with an increase in the level of inequality. According to Ulrich Beck, ‘Brazilification’ can be attributed to the process of globalisation.

**Brandt line** The demarcation between the developed ‘North’ and the underdeveloped ‘South.’ The line was proposed by the former West German Chancellor Willy Brandt.

**Bretton Woods System** – An economic system of governance created shortly before the end of the Second World War. The Bretton Woods system was based upon a fixed exchange rate system.

**Buck passing** – A situation in which a state assumes that another state (or group of states) will deal with an emerging threat.

**Buffer state** – A relatively weak and neutral state situated between two larger hostile countries. The buffer state therefore prevents the outbreak of regional conflict (such as Iraq acting as a buffer between Iran and Saudi Arabia).

**Bush doctrine** – The foreign policy strategy of George W. Bush (2001 – 2009). The main feature of the Bush doctrine was the use of pre-emptive strikes. The Bush doctrine was also characterised by a singular pursuit of American interests rather than the globally-minded multilateral approach of Bush’s predecessor (Clinton) and successor (Obama).

**Capitalism** – An economic system based on market forces, private ownership and minimal state intervention. The end of the Cold War marked the triumph of Capitalism over Communism.

**Carter Doctrine** – The pledge from the Carter administration (1977-1981) to employ military force in order to defend American interests in the Persian Gulf. The aim was to deter the Soviets from seeking hegemony in a region of strategic importance to Washington.

**Cession** – An understanding under international law by which territory is transferred from one state to another with the consent of both parties (such as the Louisiana purchase).

**Chain Ganging** – A term used to describe how, in a balance of power scenario, alliance partners must follow the lead when another goes to war. If a partner does not participate, it endangers the security of its allies.

**Chauvinism** – An exaggerated sense of national superiority. It is associated with jingoist rhetoric and an aggressive pursuit of the national interest(s).

**Civil War** – An intra-state conflict between groups, be they ethnic, political, religious, etc. Unlike conventional warfare, it is conflict within rather than between states.

**Clash of Civilisations** – A term associated with the American political scientist Samuel Huntington. He predicted that conflict in the twenty-first century would be characterised via tensions between rival cultures. Having said this, most contemporary warfare occurs between members of the same civilisation.

**Class conflict** – A Marxist term used to describe the political struggle between the bourgeoisie and the proletariat.

**Classical realism** – A theoretical perspective which offers an explanation of International Relations based upon assumptions concerning human nature. Classical realists adopt a pessimistic view of human behaviour and the primordial forces that shape us. Classical realism gained in popularity during the post-Second World War era, but has been eclipsed by the emergence of Structural (Neo)Realism.

**Cleft Countries** – States which contain large groups of people who identify with other civilisations (such as Ukraine, Sri Lanka and Sudan). This forms part of the broader clash of civilisations thesis.

**Climate Change** – Man-made changes to the natural environment that result in global warming and consequently global climate adaptations. Although there have been moves to address climate change, global governance has proved problematic.

**Climate Change Denial** – Those who refuse to acknowledge the scientific evidence behind climate change. Donald Trump once called climate change a ‘hoax’.

**Clinton Doctrine** – The philosophical and strategic basis of foreign policy directed by the Clinton administration (1993–2001). The Clinton doctrine was characterised as liberal interventionism on a selective basis. Clinton’s administration intervened in the former Yugoslavia, Kosovo and Somalia in order to promote humanitarian aims and defend American interests.

**CNN factor** – A phenomenon by which the media compels decision-makers to intervene in order to address a particular issue. The CNN factor creates a mindset amongst decision-makers in which ‘something must be done.’ The term can also be applied towards the proliferation of new media.

**Cobweb Model** – A liberal notion that claims global politics can be understood on the basis of complex interdependence. The cobweb model explicitly rejects the realist contention of the Billiard Ball model. Liberals claim that relations between states and non-state actors reflect a system of mutual dependence.

**Cold War** – A situation in which two rival states engage in proxy wars rather than direct conflict. The term is commonly applied towards the ideological dispute between the United States and the Soviet Union from 1945 to 1991. However, the term can also be applied towards current tensions between Washington and Beijing.

**Colonialism** – The settlement of a foreign country via an imperial power. Colonialism is characterised by exploitation of resources, and the separation of the indigenous population from settlers. The term is often used interchangeably with imperialism.

**Commercial Peace Theory** – A liberal perspective which claims that the spread of capitalism creates a more peaceful global system. There is a clear economic incentive for states to avoid warfare.

**Communism** – An economic and political system which is based on the common ownership of the means of production. During the Cold War, the Soviet Union implemented a state-centric economic system based upon common ownership.

**Communitarian View** – A perspective on human rights which claims that social cohesion and communal norms should take a higher priority over the rights of the individual. The communitarian approach is more prevalent within Asian and Muslim-majority countries.

**Complex Interdependence** – A liberal notion which claims that states and non-state actors are interconnected via commerce and global norms, such as human rights. Whilst states remain the most significant institutions, intergovernmental and supranational bodies also play a role. Decisions are therefore reached via a process of interaction between various officials shaped by a shared space and a habit of cooperation.

**Constructivism** – A theoretical perspective built upon the assumption that elements of International Relations are historically and socially constructed. According to Alexander Wendt (1992), even the realist concept of power politics is a social construct. In other words, anarchy is itself a social construct of the state system and can therefore be transformed. Constructivism has emerged as a major school of thought within International Relations with a number of different strands.

**Containment** – A foreign policy objective implemented by the United States during the Cold War. The aim was to prevent the spread of communism. Associated often with Truman, containment was based on the assumption that the Soviet regime was expansionist (Kennan 1947).

**Conquest** – The acquisition of territory on the basis of force.

**Core States** – According to the World Systems Theory, the global economy is divided into three distinct areas: Core, Semi-Periphery and Periphery. The exploitative economic system is structured in order to maintain the dominance of core countries such as the United States over those within the periphery.

**Corruption** – Dishonest and fraudulent behaviour amongst those in a position of power who use their position for personal benefit. Corrupt leaders often divert economic resources towards a privileged few in order to strengthen their own grip on power.

**Cosmocracy** – A world government characterised by the three branches of governance (legislature, executive and judiciary). The term Cosmocracy may be contrasted with global governance in which a quasi-system of governance operates.

**Cultural Backlash** – Opposition towards the Western-bias of cultural globalisation.

**Cultural Flattening** – The process in which information, commodities and images produced in one part of the world enter into a global village. Cultural flattening is associated with a homogenising monocultural set of Western values that tends to undermine cultural differences.

**Cultural Globalisation** – The transmission of ideas, meanings and values around the world in a manner that extends the scope and scale of transnational relations. The process is characterised by the consumption of a common culture via the media.

**Cultural Homogenisation** – The decline in cultural diversity through the popularisation of cultural symbols. Cultural homogenisation has contributed towards a cultural backlash, a rise in ethnic nationalism and the spread of religious fundamentalism.

**Cultural Imperialism** – A process by which dominant states impose their own values and mindset. As a consequence of cultural imperialism, cultures are presented in a hierarchical manner.

**Cyberwarfare** – The use (or threat) of cyber weapons against another with the intention of causing digital harm. Cyber hostilities may lead towards conventional warfare between two or more states. For instance, Israel and Iran have been victims (and perpetrators) of cyberwarfare operations.

**De Facto** – A Latin term meaning 'in fact'.

**De Jure** – A Latin term meaning 'in law'.

**Defensive realism** – The strand of realist thought which claims the anarchic structure of global politics encourages states to prioritise their own national security. Defensive realism is associated with theorists from the neorealist perspective such as Kenneth Waltz. Defensive realism emphasises the centrality of the security dilemma and that military expansionism undermines the primary objectives of the state.

**De Legge Ferenda** – A legal phrase meaning 'what the law ought to be'. The term is often contrasted with what the law is.

**De Legge Lata** – A legal term meaning 'what the law is', in contrast to *de lege ferenda*.

**Dell Theory of Conflict Prevention** – An updated version of the commerce (or capitalist) peace theory. According to Thomas Friedman (2005), no two countries that are both part of a major global supply chain (like Dell's) will ever fight a war against each other. Although not a complete guarantee, mutual dependence within the economic sphere tends to maintain peaceful relations between the countries involved.

**Democratic Peace Theory** – A liberal perspective that claims that the spread of democratic values leads towards a more peaceful, stable and harmonious international system. This is based on the assumption that democratic leaders are held to account by the electorate. Democratic countries are therefore incentivised to establish and maintain diplomatic institutions in order to resolve disputes between them.

**Dependency Culture** – A situation in which recipients of aid become reliant upon the provision of aid. Critics claim that the provision of financial assistance undermines individual responsibility and self-reliance.

**Dependency Theory** – A theoretical perspective which claims that the global economic system is characterised by the exploitation of those living in the periphery. It is a neo-Marxist perspective which claims that the imperialism of the past has been replaced by a form of neocolonialism implemented via the Washington Consensus.

**Diplomatic Immunity** – The legal principle in which a diplomat is exempt from certain laws within the state in which they are working.



**Double Standards** – Where one group (or state) is treated differently to another. Western nations ignore crimes committed by strategic allies whilst punishing those whose interests are contrary to their own. The hypocrisy is particularly evident in the context of American foreign policy in the Middle East. The US has defended Israel from the charge of violating international law and traded with authoritarian regimes that undermine human rights.

**Doves** – A term used to describe an individual who favours peaceful means by which to resolve a dispute. A dove is traditionally portrayed as a symbol of peace. The term is usually contrasted with a hawk who favours a militaristic approach.

**Dyadic Peace** – The liberal argument that democracies tend not to fight one another. Dyadic peace is a key element of the democratic peace theory.

**Ecocentrism** – A belief-system associated with the environmental movement that advocates an equal relationship between human beings and the environment. According to their outlook, humans are part of a wider whole with no particular elevated status. Ecocentrism is associated with deep green ecology.

**Economic Globalisation** – The process by which national economies have, to a greater or lesser extent, been absorbed into an interlocking global economy. Economic globalisation is characterised by mutual dependence amongst state and non-state actors.

**Emerging power** – Those states recognised as rising powers on the world stage (such as the BRICS).

**Erga Omnes** – The principle upon which legislation is applicable towards everyone regardless of social background. Within international law, the term depicts the legal obligations of states.

**Ethnic Cleansing** – The forced removal of ethnic, racial and religious groups from any given territory by another ethnic group. Ethnic cleansing may occur on the basis of forced migration, ethnic dilution and intimidation. The term has become more prevalent since the mid-1990s.

**Exploitation** – A situation in which a dominant group manipulates another. The term is associated with dependency theorists who emphasise the role of a transnational social class, and the world systems perspective which highlights the role played by powerful states within the global economy.

**Facts on the Ground** – A term often employed within diplomatic circles to denote the situation as it really is. The phrase is rooted in pragmatism rather than abstract notions of justice, equity and morality. One illustration of the term is the existence of Israeli settlements in the West Bank (including East Jerusalem) and the Golan Heights.

**Failed State** – A state in which there are no political institutions that can claim sovereignty within that territory. Failed states often provide a haven for terrorist organisations and other extremist groups. Humanitarian intervention may be justified within a failed state such as Somalia in 1992.

**Failing State** – A state in which the government finds it highly problematic to maintain social order. This may eventually lead towards the country being classed as a failed state. Such countries are either emerging from a disruptive conflict or on the brink of an actual conflict.

**Federalism** – A political system in which legal and political structures distribute power between two or more distinct levels of government. The United States and Russia are both based upon a federalist system of governance. In relation to regional integration, the EU is committed to the federalist aim of the United States of Europe.

**Four Freedoms** – A set of goals articulated by Franklin Roosevelt during the 1940s. They include freedom of speech and religious worship alongside freedom from want and fear. The four freedoms formed the basis for the Universal Declaration of Human Rights.

**Functionalism** – A theoretical perspective which recognises the common interests of states and non-state actors towards the process of integration. The term is commonly used in the context of globalisation.

**Fundamentalism** – An ideological doctrine which demands total obedience from its members. The term is usually applied in the context of extremist groups, terrorist activity and totalitarian regimes.

**G2** – A term used to denote the political and economic ties between Washington and Beijing.

**G4** – The four countries who campaign for a permanent seat on the UN Security Council. The G4 consists of Germany, Japan, Brazil and India. The G4 is opposed by the uniting for consensus movement under the leadership of Italy.

**G5** – The group of five nations who seek to promote dialogue and understanding between developing and developed countries. The G5 consists of the emerging economies of China, India, Brazil, Mexico and South Africa.

**G7** – An informal series of meetings between seven of the most developed economies. The G7 relies upon the goodwill of its members as its decisions are non-binding. The G7 is notable for the exclusion of China and as a body that represents the 'West.'

**G20** – An international forum of the most advanced economies in the world, the EU and representatives from the IMF and World Bank. The aim of the G20 is to address issues surrounding global financial stability. The G20 is widely seen as a more proactive and effective institution than the G7.

**Game Theory** – A theoretical model which highlights the manner in which decision-makers interact to take into account the choices of other decision-makers. Conflict and cooperation can be understood via the application of game theory.

**Gaza Strip** – A densely-populated territory claimed in a legal sense by the State of Palestine (along with the West Bank). In 2006, the electoral success of Hamas provoked an Israeli-led economic and political boycott. In a de facto sense, the State of Israel also restricts the movement of people residing within Gaza.

**Geneva Conventions** – A set of treaties and protocols that provide an agreed standard for humanitarian treatment in warfare. The Geneva Conventions outline the fundamental rights of wartime prisoners, protections for the wounded and safeguards for civilians.

**Genocide** – The deliberate destruction of a large number of people from a particular nation or ethnic group. The 1948 UN Genocide Convention defined genocide as ‘acts committed with intent to destroy...a national, ethnic, racial or religious group’.

**Global Commons** – Those parts of the planet to which all nations have access. The global commons lies outside the jurisdiction of any national government. There are several examples of the global commons such as the High Seas and Outer Space.

**Global Governance** – The process of decision-making at the global level aimed at solving problems that affect more than one state (or region). Liberals argue that there has been progress towards global governance driven by the Bretton Woods system, international criminal courts and the G20. However, realists challenge this assumption given the continued importance of statism and sovereignty.

**Globalisation** – A political system characterised by mutual dependence within the political, cultural and economic realm. The significance of globalisation is a source of disagreement between the dominant theoretical perspectives within International Relations. The impact of globalisation has been greatest upon the concept of sovereignty due to the growing salience of non-state actors, and the extent to which states are interdependent.

**Golden Arches Theory** – A modern variant upon the commerce (or capitalist) peace theory. Associated with Thomas Friedman, the golden arches theory claims that no two countries with a McDonalds would fight against one another. Friedman argued that when a country reaches a sufficient level of economic development it becomes a ‘McDonald’s country’. The golden arches theory is undermined by the 2006 war between Israel and Lebanon, Russia-Georgia (2008) and Russia-Ukraine (2014 and 2022).

**Good Governance** – A condition in which foreign aid is provided to those countries that seek to address problems such as corruption. The provision of financial assistance is therefore conditional upon improvements made to governance within recipient countries.

**Great Power** – A country with considerable influence within international relations. The term is used interchangeably with major powers.

**Gridlock** – An inability to take united and decisive action within an organisation. For instance, the UNSC has been gridlocked over the Syrian Civil War due to divisions amongst the P5.

**Guantanamo Bay** – An area of Cuban territory claimed by the United States. The Cuban government regards American presence as an illegal occupation on the basis that the original agreement was a violation of international law.

**Hard Power** – The use of force (or coercion) to meet a political objective of some kind. Unlike soft power, hard power entails the act or threat of aggression. According to Joseph Nye, the term reflects the ability of a state to utilise economic and military might. The significance of hard power may have declined in the contemporary era.

**Hawks** – A term used to describe a politician or academic favourable towards warfare and militarism. The term is sometimes preceded by ‘chicken’ or ‘liberal.’ The former refers to an individual who advocates a hawkish stance whilst avoiding military service. The latter denotes a liberal who adopts an aggressive approach towards the spread of democracy and capitalism.

**Hegemonic Stability Theory** – An argument which stipulates that the larger the concentration of power into the hands of the pre-eminent state, the more peaceful the international order will be. According to Charles P. Kindleberger, the instability of the 1920s and 30s was caused in part by the lack of a global hegemonic power.

**Hegemony** – Where a single state exercises structural dominance over the rules, norms, conventions and behaviour of a regional or international system. The existence of a hegemonic power is central towards an understanding of hegemonic stability theory. A hegemonic state is able to exercise leadership and its status is expressed in structural, military and economic terms.

**Hierarchy of States** – A term used to describe how states are stratified within international relations. The classification of states on the basis of hierarchy casts an insight upon concepts such as polarity and the balance of power.

**Horizontal Nuclear Proliferation** – The spread of nuclear weapons based upon acquisition by states and non-state actors. In terms of the latter, there is the possibility of a terrorist organisation acquiring some form of nuclear weaponry.

**Human Rights** – Those rights based upon an entitlement by virtue of being human. They are typically considered universal and can be the basis for humanitarian intervention. Since the turn of the century, there has been an increase in the number of institutions and agreements that seek to uphold human rights.

**Humanitarian Intervention** – Military intervention carried out in the pursuit of humanitarian (rather than geo-strategic) objectives. Humanitarian intervention is likely to be successful when a major global or regional power is prepared to take the lead (such as the French in Mali). Successful intervention also requires an exit strategy and some consideration of nation-building. Humanitarian intervention often reflects double standards and can at times make matters worse.

**Hyperpower** – A state that is dominant in every domain of international relations. As such, it is of greater importance than a mere superpower. The United States has been described as a hyperpower, although this has in part been undermined by the emergence of China.

**Hyper-globalisation** – A theoretical perspective which claims that globalisation represents a fundamental and transformative development within international politics. The emergence of a global society may well mark the death knell of the nation-state.

**Idealism** – A forerunner of liberalism, idealism within International Relations assumes that states are rational actors who recognise the benefits of mutual cooperation. Idealism prescribes a normative foreign policy. According to figures such as Woodrow Wilson, idealism provides a basis for foreign policy, such as the fourteen points and the League of Nations. The academic Michael W. Doyle depicts idealism as a belief that states can trust the positive intentions of others.

**Imperialism** – Extending power and dominion over territories via acquisition. The three main forms of imperialism are: colonies, protectorates and spheres of influence.

**Intended Nationally Determined Contributions** – An intended reduction in greenhouse gas emissions as specified under the UNFCCC.

**Institutional Peace Theory** – A liberal argument that the establishment of international institutions help foster peace and stability. This is closely related to the creation of a global commons. According to liberal theorists, international institutions and organisations can be used to foster a habit of cooperation between states.

**International Bill of Human Rights** – An overarching term that incorporates the UDHR, the International Covenant on Civil and Political Rights (ICCPR) and the International Covenant on Economic, Social and Cultural Rights (ICESCR). None of these documents are legally binding.

**International Court of Justice (ICJ)** – The International Court of Justice aims to settle disputes between states in accordance with international law. The ICJ also offers advisory opinions and consists of a panel made up of 15 judges elected by the UN. The effectiveness of the ICJ, also known as ‘The World Court’, is however undermined by the fact that it cannot initiate cases and needs to gain support from the UNSC in order to enforce its decisions.

**International Criminal Tribunals** – Institutions established to prosecute war criminals in certain war-torn areas. For instance, the international tribunal into the former Yugoslavia brought high-profile prosecutions against Slobodan Milosevic and Radovan Karadzic. The former was the first Head of State to be placed on trial for war crimes. The International Criminal Tribunal for Rwanda also convicted its former Prime Minister Jean Kambanda.

**International Monetary Fund (IMF)** – An international financial institution that lies at the epicentre of the Washington Consensus. The chief objectives of the IMF are to facilitate international trade and provide financial assistance. Funding for the IMF derives from quotas and loans.

**Intra Legem** – A Latin term meaning ‘within the law’.

**Ipsa Facto** – A legal term meaning by the act (or fact) itself.

**Iron Curtain** – The ideological division within Europe between the American and Soviet spheres of influence. The term was used during the Cold War and coined by Winston Churchill. In the Far East, the phrase ‘Bamboo Curtain’ was also employed to denote the division between capitalism and communism.

**Isolationism** – The doctrine of isolating a state from international alliances and agreements. Isolationism is characterised by non-intervention and unilateralism. It seeks to place the national interest above those obligations derived from the broader international community.

**Juria Jus Non Oritur** – A Latin term translated as ‘law does not arise from injustice’. Illegal acts (such as annexation) do not therefore create international law.

**Jus ad Bellum** – A Latin term outlining the circumstances in which a state is justified in using military force. For instance, according to the philosopher Thomas Aquinas, warfare must be justified by the appropriate authority. It could be argued that humanitarian intervention is based upon the notion of right intention or just cause.

**Jus Cogens** – The principle on which no derogation (or exemption) is permitted amongst sovereign states. Whilst there is no universal agreement as to its application, obvious examples include a ban on genocide and enslavement. The concept of *jus cogens* provides a foundation for international law.

**Jus Gentium** – A legal phrase meaning ‘law of nations’. It is a body of customary law held in common by nations.

**Jus in Bello** – A Latin term that relates to the conduct of warfare. According to the philosopher and theorist Hugo Grotius, *jus in bello* is characterised by moderation. There are six main principles to consider. These include just cause, warfare as last resort, proper authorisation, right intention, a reasonable chance of success and proportionality. A disproportionate response to a violation of international law by a non-state actor would therefore be contrary to the conduct of warfare.

**Jus Inter Gentes** – A legal phrase meaning ‘law among peoples’. It consists of a body of treaties, conventions and other international agreements.

**Jus Soli** – The legal principle that an individual’s nationality is determined by place of birth. The term is often contrasted with *jus sanguinis* (the law of descent) in which an individual acquires the nationality of their parents.

**Kyoto Protocol** – An environmental agreement adopted in 1997 that committed transitional economies to limit and reduce greenhouse gas emissions. Kyoto also placed an obligation upon developed countries based on the notion of differentiated responsibility and respective capabilities.

**Laissez-faire Economics** – An economic system based upon market forces and minimal state intervention. In theory, the Washington Consensus is built upon a laissez-faire approach towards economic management.

**Legitimacy** – The right and acceptance of proper authority to rule. Legitimacy is a fundamental element of Joseph Nye’s concept of soft power, and enables us to better understand the importance of international institutions. For instance, judicial bodies and regional organisations are often undermined by a lack of sufficient legitimacy.

**Liberal Democracy** – A synergy of liberal freedoms alongside a democratic method of electing representatives in which almost all adults are entitled to political participation. A liberal democracy is therefore liberal in the sense that the power of decision-makers is constrained, and democratic in relation to free competition for power between politicians and political parties.

**Liberalism** – A theoretical perspective which claims that international relations is characterised by complex interdependence, global governance and rational behaviour. In contrast to Realism, the liberal perspective adopts a normative tone. For instance, liberal figures advocate the democratic peace and the commercial (capitalist) peace theories. Liberals are also supportive of international institutions and globalisation. The liberal approach is therefore centred upon peace, prosperity and progress.

**Lisbon Treaty** – A Treaty signed in 2007 that sought to make the EU more democratic. It gave more power to the European Parliament, introduced a citizens’ initiative and created the EU’s diplomatic service.

**Long Cycle Theory** – A theoretical approach which depicts connections between war, economic supremacy and world leadership. George Modelski (1987) argues that there is a cyclical order that should frame our understanding of International Relations. The long cycle theory challenges the predominant view in which the international system is characterised by anarchy.

**Maastricht Treaty** – A Treaty signed in 1992 that prepared the pathway towards European Monetary Union, created a CFSP and instigated the co- decision procedure.

**Madman theory** – An attempt by the Nixon administration to persuade leaders of the Communist bloc that the President was irrational and prone to volatile behaviour.

**Mandate** – In the context of international relations, a mandate relates to the concept of legitimacy. States and organisations often need a clear mandate in order to confer legitimacy upon humanitarian intervention.

**Millennium Development Goals (MDGs)** – A series of interlinked development goals agreed upon by the UN in the year 2000. The MDGs were the first internationally agreed goals in relation to economic and social development.

**Mitigation** – A process by which countries seek to moderate the impact of greenhouse gases in order to tackle climate change (such as a shift from non-renewable to renewable energy sources).

**Modernisation Theory** – A theoretical perspective which emphasises the need to follow a particular path of economic development (such as Rostow’s model of economic growth). Modernisation theory argues that traditional societies will only develop when they adopt practices associated with more advanced economies.

**Monadic Peace** – The proposition that democracies are more peaceful than non-democratic regimes. Within academia, there is less support for the concept of monadic peace than that of dyadic peace.

**Montreal Protocol** – An international treaty signed in 1987 aimed at protecting the ozone layer. The Montreal Protocol has undergone a number of revisions, and remains one of the most successful environmental agreements due to a relatively equitable share of the burden. The Protocol also offered effective solutions.

**Multilateralism** – Where states pursue foreign policy objectives via a constructive engagement with other actors. Even a military superpower may adopt some semblance of multilateralism (such as the ‘coalition of the willing’

during the Iraq War). Regional powers are also inclined to adopt a multilateral approach (e.g., intervention in Yemen launched in 2015 led by Saudi Arabia).

**Multipolarity** – The distribution of power in which more than two states have roughly equal amounts of military, cultural and economic influence.

**Mutually Assured Destruction (MAD)** – An assumption that the devastation caused by nuclear weapons ensures that neither side has any incentive to launch a first-strike. Nuclear annihilation therefore provides a sufficient deterrent. There is no incentive to engage in a first-strike, which thereby ensures stability between two superpowers.

**National Identity** – An identification with one's nation. The extent to which members of society feel an emotional attachment towards their nation offers a counter-balance to the forces of globalisation.

**Nation-Building** – The construction of national identity via the agents of the state. The aim is to unify the people within a nation-state. The term has become more applicable towards humanitarian intervention in a failed (or failing) state.

**Nation** – A community of people who typically share a common national identity, history, religion and language.

**Nation-State** – A theoretical concept in which nations hold defined territorial statehood. The concept dates back to the Treaty of Westphalia in 1648. The nation-state is a fundamental concept within international relations which continues to shape independence movements throughout the world.

**Neocolonialism** – The process by which the developed world exerts economic control over LEDCs via exploitation. Neocolonialism is upheld by governments, multinational companies and the Washington Consensus. The term is sometimes used interchangeably with neoimperialism.

**Neoconservatism** – Neoconservatives advocate the promotion of democracy and capitalism via an interventionist foreign policy. Neoconservatives, who are most prevalent in the United States, tend to adopt a hawkish stance.

**Neofunctionalism** – A theoretical blueprint for regional integration based upon the logic of spillover. The development of the EU is consistent with neofunctionalism.

**Neoliberalism** – An updated version of liberalism which claims that the behaviour of states is shaped via absolute gains rather than relative gains. Neoliberals also tend to promote the spread of democratic values as a means to create a more peaceful global world order. They are also favourable towards institutions that generate the conditions necessary to ensure peace and stability. Neoliberalism is built on an assumption that states are rational entities in which cooperation will emerge via norms, institutions and mutual trust.

**Neo-Neo Debate** – The debate within contemporary International Relations between the neorealist and neoliberal schools of thought.

**Neorealism** – A strand of realist thought centred on the assumption that the international system is structurally anarchic and it is this structure that determines state behaviour. States are in possession of some offensive military capability and can never be entirely certain about the intentions of another state. The primary motive behind the behaviour of states is that of structural survival.

**New Wars** – A term associated with Mary Kaldor in order to characterise warfare in the post-Cold War era. New Wars are centred on identitarian politics between competing groups. It is claimed that the nature of warfare has shifted due to the process of globalisation.

**Non-democratic State** – A system of representative government in which elections take place without a choice of political parties. They are sometimes referred to as no-party democracies.

**Non-Refoulement** – A principle within international law that prevents a country receiving asylum seekers and then returning them to their country of origin if they would be in danger of persecution.

**North Atlantic Treaty, Article 4** – A clause within the North Atlantic Treaty which enables consultation whenever the territorial integrity, political independence or security of any of the signatories is threatened.

**North Atlantic Treaty, Article 5** – The famous clause within the North Atlantic Treaty that commits member states to the principle of collective defence, i.e. an attack on one is an attack on all. NATO first invoked Article 5 in 2001 after the terrorist attack of 9/11.

**North Atlantic Treaty Organisation (NATO)** – An intergovernmental organisation charged with implementing the North Atlantic Treaty, signed in 1949. NATO is centred upon the concept of collective defence in which an attack on one is considered to be an attack upon all. Members therefore accept the principle of mutual defence in response to an external attack. Since the end of the Cold War, the organisation has sought to rebrand itself as a more humanitarian organisation. The organisation has also expanded into the former Soviet sphere of influence and has implemented military action in response to a unanimous position adopted by the UNSC (e.g. enforcing a no-fly zone over Libya in 2011).

**North-South Divide** – The political and economic distinction between the developed 'North' and the underdeveloped 'South.' The interests of the former often differ to those of the latter on issues such as climate change.

**Nuclear Proliferation** – The global spread of nuclear weapons. The possession of nuclear weapons tends to hold certain political benefits (such as a deterrent). Furthermore, joining the nuclear club enables a country to become a great power.

**Obama Doctrine** – The guiding philosophy and strategy of the Obama administration (2009–2017). The principal emphasis centred on multilateralism. Although idealistic in tone, the Obama administration engaged in unilateral action in order to promote American interests where necessary. The Obama doctrine also sought to reduce overseas commitments (particularly in regards to Iraq and Afghanistan).

**Offensive Realism** – A realist perspective which states that the anarchic nature of global politics promotes aggressive behaviour. States therefore seek to achieve security via domination and hegemony.

**Oslo Accords** – Agreements reached between Israel and the PLO that were negotiated by the Clinton administration in 1993 and 1995. The PLO agreed to recognise the State of Israel whilst the Israelis recognised the Palestinian right to self-determination. The Oslo Accords also created the Palestinian Authority.

**Pacta Sunt Servanda** – A legal doctrine stating that agreements must be observed and obeyed.

**Panda Diplomacy** – The diplomatic practice of sending giant pandas from China to other countries. The term was popularised during the Cold War.

**Paris Agreement** – A UN agreement signed in 2015 that seeks to limit greenhouse gas emissions. Although there is no enforcement mechanism, the Agreement marked the first-ever comprehensive climate agreement.

**Partnership for Peace (PfP)** – A series of bilateral agreements between NATO and its partner states. The PfP aims to build up mutual trust between NATO and Eastern Europe, and thereby enhance the organisation's reach.

**Peripheral States** – According to World Systems Theory, peripheral states within the global economy are exploited by those at the core. This may be on the basis of resource extraction and the location of sweatshops. It is important to note that countries can change their status within the global economy, but the distinction between the two remains.

**Plurilateral Agreement** – A legal or trade agreement between a number of states. The term is applicable towards the WTO, in which an agreement requires unanimity. This makes the resolution of a bargaining round highly problematic.

**Political Globalisation** – The growing importance of international organisations within global politics. These organisations are transnational in that they exercise jurisdiction within a broader system of states. Political globalisation often entails moves towards a form of governance with an identifiable executive, legislature and judicial branch.

**Positivism** – A scientific approach towards a study of the subject matter. Positivism is built on the assumption that the social sciences should replicate the methodology employed within the natural sciences. In doing so, knowledge can be verified on a scientific and causal basis.

**Postmodernism** – Within International Relations, post-modernism is based on an incredulity towards grand theories. Instead, our understanding of global politics should focus on questioning rather than offering metanarratives (such as Marxism or liberalism). The key contribution of postmodernism is the observation that 'truth' is relative rather than absolute.

**Post-Positivism** – A reference to those theories that reject the epistemological basis of positivism. Sometimes referred to as reflectivist or interpretivist theories, post-positivism claims that the study of International Relations should include non-state actors and low politics. For instance, a study of ethnicity casts insight towards our comprehension of the subject matter (such as stateless nations). Unlike the predominant metanarratives, the focus of post-positivism is on how power is experienced. Post-positivism also claims that discourse can never be entirely free of power.

**Power Vacuum** – A scenario in which a government has no control, and no group has replaced them. Insurgents, extremists and organised militia may seek to fill the gap within a failed state. A power vacuum may also occur following a constitutional crisis.

**Predatory Hegemon** – Where the global hegemon adopts an aggressive pursuit of their own national interest(s) and disregards their obligations towards the international community. The term may be contrasted with a benign hegemon.

**Precautionary Principle** – A principle applicable towards environmental law. If an activity might have harmful consequences, it is better to control the activity rather than wait for scientific evidence. The precautionary principle was a core element of the Montreal Protocol.

**Pre-emptive Strikes** – According to the Bush administration, Washington had the right to take military action against the threat of terrorism. A pre-emptive strike was therefore presented as a defence against a perceived future threat. The concept was used as justification for wars in Afghanistan and Iraq.

**Protectorate** – A state that is controlled by another sovereign state. Protectorates are typically a dependent territory, albeit with a degree of limited autonomy. The protectorate accepts certain obligations depending on the arrangement (such as Puerto Rico in relation to the United States).

**Proxy Wars** – Those wars instigated by major powers without becoming directly involved. For instance, during the Cold War the two superpowers fought a number of proxy wars whilst avoiding direct confrontation with one another, such as in Angola.

**Puppet State** – A state that is independent in law, but not in fact. They are under the influence and control of another state due to the threat of military force (such as East Germany in relation to the Soviet Union).

**Quasi-Federalism** – An intermediate form of state organisation between a unitary state and a federation. It combines features of both federal and unitary government. The term is applicable in relation to the European Union.

**Reagan Doctrine** – A hawkish foreign policy stance characterised by an ideological and military confrontation with Soviet-backed communism. It combined a religious rhetoric with a significant increase in military expenditure. The Reagan administration provided covert support and funding towards those groups opposed to the spread of communism. The Reagan administration marked a clear departure from the détente of the 1970s.

**Realism** – A theoretical perspective which claims that international relations should be understood via reference to a number of central tenants. Firstly, the state remains the most significant actor. Secondly, the anarchic political system is characterised by a system of self-help. States also pursue their own national interests and are driven to doing so either as a result of human nature or the anarchic structure of the international system. The realist lens adopts a far more negative view of human nature than liberalism.

**Realpolitik** – A system of politics or principles based upon practical considerations. It is sometimes referred to as the pursuit of pragmatic policies.

**Recognition** – A process in which certain facts are accepted with legal and legitimate status. Statehood is a common illustration of recognition within international relations.

**Regime Change** – The replacement of one government by another. Regime change may be instigated via demands for social change, a revolution or a coup. It may also occur from the reconstruction following the collapse of a failed state. The United States has often been involved with the process of regime change (such as Operation Condor in Latin America).

**Regionalism** – The formal coordination of activities within a geographical region that comprises a number of states. The growth of regional bodies such as the EU both supports (and refutes) the concept of globalisation.

**Relative Gains** – The actions of states in respect of power balances and without regard for other relevant factors (such as economics). Relative gains is based on a zero-sum formulation of power politics. Cooperation may be necessary due to power balance considerations, but the focus of states is on relative gains. The concept is more closely associated with the realist perspective on International Relations.

**Resolution** – A declaration voted on by member states of the UN. A simple majority is required, although important issues require two-thirds support within the General Assembly (such as the admission or expulsion of a member state). Resolutions are non-binding within international law.

**Resource Curse** – An inverse relationship between a lack of economic development and an abundance of natural resources. It is also known as the paradox of plenty.

**Revisionist States** – A term used to categorise states that seek to change the present system. A revisionist state is dissatisfied with the current balance of power.

**Rights** – An entitlement held by an individual or group. The concept of rights is related in some manner to the notion of responsibilities or duties (such as the right to national self-determination).

**Rio Summit** – Held in 1992, the Earth Summit held in Rio addressed the issue of sustainable development. The main achievement of the Rio Summit was the Climate Change Convention (which later became the Kyoto Protocol and the Paris Agreement). The Rio Summit also instigated the Convention on Biological Diversity.

**Rogue States** – A term applied to those states that fail to adhere to the norms and conventions of international relations. Rogue states are usually characterised by authoritarian rule, state-sponsored terrorism and weapons of mass destruction. Withdrawal of the term can also be used as a bargaining chip. For instance, Sudan was taken off the list of state-sponsored terrorism in return for diplomatic support for Israel. The US also agreed to lift its veto upon assistance from the IMF and the World Bank.

**Rome Statute of the International Criminal Court** – The Treaty that established the International Criminal Court (ICC). Entering into force in 2002, the statute outlined four international crimes (genocide, crimes against humanity, war crimes and the crime of aggression). The majority of countries are members of the ICC albeit with notable exceptions such as the United States, Russia, China and Israel.

**Rule of Law** – In the context of international relations, the rule of law is a principle of governance applicable to a wide range of actors. Individuals, institutions and entities are held accountable within the boundaries of

international law. The rule of law aims to impose a system of rules and regulations that are proportionate and non-arbitrary.

**Strategic Arms Limitation Treaty** – Two rounds of bilateral conferences between the US and the Soviet Union on the issue of arms control. Negotiations led to the Anti-Ballistic Missile Treaty and led to the strategic arms reduction talks of the early 1990s.

**Satellite State** – An independent state that experiences political, economic and military influence from another state. Countries under the Soviet sphere of influence within Eastern Europe were widely depicted as satellite states.

**Security Dilemma** – A situation in which actions by a state intended to heighten its security, such as increasing their military arsenal, leads to further instability. It is sometimes referred to as the spiral of insecurity.

**Secretary General of the UN** – The chief spokesman of the United Nations. Appointed by the member states of the General Assembly, the Secretary General will seek to express the opinions of the international community. The UN Secretary General can at times drive forward the process of global governance, such as Kofi Annan in regards to developing the R2P and the MDGs.

**Selective Intervention** – A common critique levied against the international community when human rights violations are ignored. Selective intervention routinely highlights the problem of bias and hypocrisy held by powerful states.

**Self-Determination** – A prescriptive concept in which a nation or imagined community is said to have the right to form its own political structure. Self-determination claims that a nation should achieve statehood and determine how they are governed. According to the ICJ, the right to self-determination is based on *erga omnes*.

**Semi-Democracy** – A state that holds both democratic and authoritarian elements. A semi-democracy may be classified as a partial democracy rather than a full democracy. They are also known as hybrid regimes with a guided form of democracy.

**Shanghai Cooperation Organisation** – An alliance amongst Eurasian and South Asian states (most notably Russia and China). Sometimes known as the Shanghai Pact, the aim is to promote cooperation in areas of a shared interest (such as the fight against terrorism). The Shanghai Cooperation Organisation is the largest regional organisation in the world in terms of land mass and population.

**Smart Power** – A combination of coercion and persuasion in order to promote the national interest. It seeks to underline the importance of military force with the need to establish legitimacy and linkages with others. According to Joseph Nye, the most effective strategies in regards to foreign policy necessitate coercion and persuasion.

**Social Cohesion** – Those factors which bind members of a society together. Social cohesion is based upon norms, values and mores. Institutions, symbols and national anthems may also be considered within the context of social cohesion.

**Soft Law** – A situation in which quasi-judicial institutions lack adequate powers of enforcement. The term is associated with international law. For instance, the ICC lacks the power of enforcement when issuing arrest warrants for those convicted of crimes against humanity.

**Soft Power** – The use of persuasion (rather than force) in order to exert influence over other actors, convincing other states to want the same ends as one's own state. Unlike hard power, soft power operates via intangible factors such as the moral standing of that particular country.

**Sovereignty** – The authoritative right of a governing body to be the ultimate decision maker and exercise power within its own borders without interference from external bodies.

**Spaceship Earth** – An ecological concept based on the argument that Planet Earth will eventually run out of fuel. According to ecologists, we are all choking on the exhausts of Spaceship Earth.

**Sphere of Influence** – A spatial division over which a state or organisation has a level of exclusivity. This may occur on a formal or informal basis. In some cases, a country located within a sphere of influence effectively becomes a satellite state.

**Spillover** – A fundamental concept within the theory of neofunctionalism. Within the process of European integration, the practical benefits provided by supranational institutions creates an impetus towards deepening the process of integration. Outside of the EU, the economic benefits of increased trade leads towards the formation of multilateral alliances (such as ASEAN).

**Stare Decisis** – The legal doctrine in which judicial precedent is followed. The courts will therefore abide by a previous decision made. The principle of stare decisis is not part of international law, although judicial members of the World Court may refer to previous decisions.

**START** – A Treaty signed between the US and the USSR (later Russia) aimed at reducing nuclear arsenals.

**Stateless Nation** – A single nation that is politically stateless or territorially divided amongst a number of states. It is a value-laden term as it implies that the group should have a state. Stateless nations are usually not represented



within the United Nations. A number of stateless nations have a history of statehood, whilst others have always been stateless. Multiple stateless nations can also reside in the same geographical region or country.

**Statism** – The realist notion that states are the principal actors within international relations. Realism offers a state-centric approach whilst the liberal perspective acknowledges the importance of non-state actors.

**Status-Quo Ante Bellum** – A Latin phrase meaning ‘the situation as it existed before the war’.

**Status-Quo State** – A state that seeks to uphold the current international system of states. As the term implies, status quo states wish to preserve the principal features of the present system (such as the balance of power). The more powerful a state, the more likely it is that they will seek to preserve the status quo. A high number of powers seeking to preserve the status quo may contribute towards a more peaceful international system.

**Stimson Doctrine** – The non-recognition of those states created as a result of military aggression.

**Structural Power** – The level of power exercised by certain states within the global political and economic system. For instance, the US holds significant structural power within a range of international organisations.

**Stockholm Declaration** – An agreement reached by participants at the 1972 UN Conference on the environment. The Stockholm Declaration marked a new approach to the issue of environmental degradation.

**Superpower** – A term first used by William Fox to indicate those countries with a reach greater than a traditional ‘major power’. Superpowers typically possess a global reach, a predominant role within their respective sphere of influence and a massive military capacity (especially in terms of nuclear weaponry).

**Sustainable Development Goals (SDGs)** – A set of global objectives designed to establish a more sustainable future for all. The sustainable development goals specify targets that states must adhere to. In order to ensure transparency, performance indicators are published.

**Sustainable Development** – Levels of development that meets the needs of the present without compromising the ability of future generations to meet their own needs. Sustainable development entails an economic, environmental and generational dimension. The term has increased in salience due to climate change.

**Terra Nullius** – A legal term meaning ‘land without an owner’ (such as the uninhabited landlocked territory of Bir Tawil between Egypt and Sudan).

**Territory** – A geographical area usually outlined by the boundaries of a country (or nation). There are several territories throughout the world where two or more ethnic groups claim sovereignty.

**Terrorism** – The use or threat of action designed to influence a government or to intimidate the public. Terrorism also seeks to advance a political, religious or ideological cause. Terrorism therefore consists of the use of political violence to demand social change. As the name implies, terrorism aims to spread fear amongst the public in order to influence decision-makers.

**Theocracy** – A regime based upon a strong adherence to religious beliefs (such as Iran). In a theocracy, laws are divinely ordained. The creation of a theocratic regime is at times the long-term objective of some terrorist organisations, especially in relation to groups such as Islamic State and al-Qaeda.

**Three C’s** – Conflict, competition and cooperation. The three C’s are often used as a template towards an understanding of bilateral relations between states.

**Tragedy of The Commons** – The argument that rational actions by individuals can lead to irrational outcomes. In the words of Garrett Hardin ‘freedom in a commons brings ruin to all.’ The term is applicable towards an understanding of climate change.

**Transformational Diplomacy** – A phrase used during the Bush administration in order to promote democracy via military coercion. It may be contrasted with smart power, which seeks to combine elements of both soft and hard power.

**Trans-Pacific Partnership (TPP)** – A proposed trade agreement signed in 2016 amongst several states including the US, Japan and Australia. When the Trump administration withdrew from the TPP, the remaining countries negotiated a new agreement called the Comprehensive and Progressive Agreement for Trans-Pacific Partnership. In political terms, the partnership seeks to reduce the economic dependence of signatory states on China.

**Trump Doctrine** – The Trump administration was characterised by a mix of populist measures with a nativist ‘America first’ approach. The Trump doctrine was a blend of hawkish rhetoric and selective intervention. It therefore represented a rejection of globalism, multilateralism and liberalism. Examples of the Trump doctrine include the raid on Yakla, recognising Jerusalem as the capital of Israel and a drone strike killing the high-ranking Iranian official Qasem Soleimani.

**Unilateralism** – A foreign policy approach in which states pursue their own interests without any diplomatic or military involvement from others.

**Unipolarity** – An international system in which there is only one pre-eminent state. In a unipolar system, one dominant state has the capacity to act as a hegemon. Some theorists argue that unipolarity ensures stability. The dependent factor is the intentions of the dominant power; as a benign hegemon will act in a very different manner to a predatory hegemon.

**United Nations (UN)** – Founded after the Second World War in 1945, the United Nations is an intergovernmental organisation which chiefly endeavours to maintain international peace and security, international cooperation, and be the centre of the harmonisation of state activity – following the aims set out in its founding document, the UN Charter.

**United Nations Charter, Article 42** – The clause within the UN Charter that allows the organisation to utilise military action. This may entail a role for peace-keeping operations.

**United Nations Charter, Article 51** – The clause within the UN Charter that enables states to engage in military action on the basis of self-defence.

**United Nations Framework Convention on Climate Change (UNFCCC)** – An environmental treaty that seeks to address climate change. The UNFCCC has resulted in a number of salient environmental agreements such as the Kyoto Protocol and the Paris Agreement.

**Universal Declaration of Human Rights (UDHR)** – A document that enshrines a set of universal rights and freedoms. The UDHR recognises that all humans are born free and equal in dignity and rights regardless of social background. In historical terms, it marked the initial step towards the International Bill of Rights

**Uti Possidetis** – The legal principle that territory remains with its possessor at the end of the conflict unless otherwise provided for via a treaty. Each side retains whatever territory it holds at the end of the war.

**Vertical Nuclear Proliferation** – The accumulation of nuclear weapons by established nuclear states.

**Veto** – To vote against or refuse to ratify. In the UN Security Council, members of the permanent five hold a technical veto, as resolutions may only pass if the P5 vote unanimously. However, there is a so-called ‘sixth veto’ whereby the seven non-permanent members vote against a resolution.

**Victor’s Justice** – A term that refers to the double standards often employed by the victorious side. Crimes committed by the defeated party are therefore subject to punishment, but those committed by the winning side are not. For example, the UN Tribunal into the Rwandan genocide only convicted Hutus.

**War on Terror** – A concerted attempt by the United States and other key allies to defeat those groups considered responsible for 9/11. The War on Terror differs from conventional warfare in that the latter was fought against a distinct state and a uniformed organisation, the former is not. It is also characterised by an attempt to deal with rogue states and to prevent the proliferation of nuclear weapons. However, critics claim that the War on Terror is almost exclusively directed at militant Islam.

**Washington Consensus** – A series of policy prescriptions promoted by institutions based in the American capital. It entails a package of measures such as privatisation, deregulation and marketisation. The Washington Consensus is often contrasted with the Beijing Consensus as a potential pathway towards economic development.

**West Bank** – A landlocked territory under Israeli occupation since 1967 (including the contentious area of East Jerusalem). The West Bank is divided between illegal Israeli settlements and the remit of the Palestinian National Authority. The Oslo Accords created administrative districts with varying levels of Palestinian autonomy.

**Westernisation** – A term often used by critics of globalisation to emphasise the extent to which Western governments and Western-based companies export a set of norms and values to other countries. Westernisation is closely associated with the process of globalisation.

**Wisconsin School** – A school of thought which claims that American foreign policy can be understood as the search for markets abroad. Economic factors are therefore more salient than other possible explanations (such as the balance of power).

**World Bank** – An international financial institution that provides grants and loans to governments of middle and low-income countries.

**World Economic Forum** – An international non-governmental organisation in which prominent political and economic stakeholders meet in Davos, Switzerland. The organisation provides a platform to promote a shared capitalist agenda with no democratic accountability or transparency.

**World Trade Organisation (WTO)** – An intergovernmental organisation created in 1995 in order to replace the GATT. The WTO seeks to regulate international trade in goods, services and intellectual property. It also provides a framework for negotiating trade agreements, resolving disputes and avoiding discrimination between trading partners.

**World Systems Theory** – A theoretical perspective which emphasises the world system (rather than nation-states) as the main focus of analysis. Associated with the work of Immanuel Wallerstein, the chief feature of the world systems theory is its focus upon the transnational division of labour between core, semi-peripheral and peripheral states. It also claims that the global economic system is highly exploitative.

**Zone of Peace** – A discrete geographical region of the world in which states have maintained peaceful relations amongst themselves for a period of time. The European Union has sought to create a zone of peace on a war-torn continent. Former rivals have placed their historical enmity aside in order to build a more peaceful continent.

<b>1. What are the characteristics of a nation-state and national sovereignty?</b>	<b>Red</b>	<b>Amber</b>	<b>Green</b>
<p>Can you describe the main features that define a nation-state?</p> <p>Are you able to explain the concept of national sovereignty?</p> <p>How does citizenship contribute to the concept of a nation-state?</p> <p>In what ways do nationality and political community interrelate?</p> <p>Can you provide examples of nation-states and discuss their sovereignty?</p> <p>How does the nation-state concept affect international relations?</p>			
<b>2. How does globalisation impact the state system and national sovereignty?</b>	<b>Red</b>	<b>Amber</b>	<b>Green</b>
<p>Can you explain the process of globalisation and its driving factors?</p> <p>Are you able to discuss how globalisation challenges state control over its citizens?</p> <p>What is the impact of globalisation on international law and state sovereignty?</p> <p>How do hyperglobalisers, globalisation sceptics, and transformationalists view globalisation differently?</p> <p>Can you evaluate the advantages and disadvantages of globalisation for nation-states?</p> <p>In what ways does globalisation address contemporary issues like poverty and human rights?</p>			
<b>3. What are the roles and significance of the United Nations (UN) and NATO in global governance?</b>	<b>Red</b>	<b>Amber</b>	<b>Green</b>
<p>Can you outline the origins and development of the UN and NATO?</p> <p>Are you able to explain the roles of the Security Council, General Assembly, and other key UN bodies?</p> <p>What are the strengths and weaknesses of the UN in maintaining global peace and security?</p> <p>How has NATO's role evolved, particularly since the end of the Cold War?</p> <p>Can you discuss the significance of NATO in contemporary global security?</p> <p>How do the UN and NATO cooperate and differ in addressing global conflicts and security issues?</p>			
<b>4. How do the IMF and World Bank address global economic issues?</b>	<b>Red</b>	<b>Amber</b>	<b>Green</b>
<p>Can you describe the roles and functions of the IMF and World Bank?</p> <p>Are you able to assess the strengths and weaknesses of these institutions?</p> <p>How do the IMF and World Bank approach the issue of global poverty?</p> <p>What is the significance of Structural Adjustment Programmes (SAPs)?</p> <p>Can you explain the criticisms and calls for reform of these institutions?</p> <p>In what ways do the IMF and World Bank impact the North-South divide?</p>			
<b>5. What are the key issues and challenges in international human rights law?</b>	<b>Red</b>	<b>Amber</b>	<b>Green</b>
<p>Can you trace the origins and development of international human rights law?</p> <p>Are you able to explain the impact of international human rights institutions on state sovereignty?</p> <p>How have humanitarian interventions evolved, and what are their implications?</p> <p>Can you discuss examples of successful and unsuccessful human rights interventions?</p> <p>What is the significance of the 1948 Universal Declaration of Human Rights?</p> <p>How do Western double standards and hypocrisy affect international human rights law?</p>			
<b>6. How effective are international agreements in addressing global environmental issues?</b>	<b>Red</b>	<b>Amber</b>	<b>Green</b>
<p>Can you describe the role of the UNFCCC and IPCC in global environmental governance?</p> <p>Are you able to compare shallow-green and deep-green ecological approaches?</p> <p>What are the strengths and weaknesses of international environmental agreements like the Paris Accord?</p> <p>How do sovereignty and developed versus developing world divisions impact environmental cooperation?</p> <p>Can you evaluate the effectiveness of the Kyoto and Copenhagen agreements?</p> <p>In what ways do NGOs contribute to addressing global environmental issues?</p>			
<b>7. What are the different types of power in global politics, and how effective are they?</b>	<b>Red</b>	<b>Amber</b>	<b>Green</b>
<p>Can you differentiate between hard power and soft power?</p> <p>Are you able to provide examples of military and economic hard power?</p> <p>How do diplomatic and cultural soft power influence global politics?</p> <p>Can you assess the effectiveness of hard power in contemporary conflicts?</p> <p>What role does soft power play in international relations?</p> <p>How do states balance the use of hard and soft power?</p>			
<b>8. How does the classification of state power affect global affairs?</b>	<b>Red</b>	<b>Amber</b>	<b>Green</b>
<p>Can you explain the classification of states as great powers, superpowers, and emerging powers?</p> <p>Are you able to discuss the role of the USA as a superpower?</p> <p>How do emerging powers like BRICS influence global politics?</p> <p>What are the implications of unipolarity, bipolarity, and multipolarity for global order?</p> <p>Can you analyse the changing nature of world order since 2000?</p> <p>How do different types of states impact international stability and conflict?</p>			
<b>9. What are the different forms of regionalism and their significance in global politics?</b>	<b>Red</b>	<b>Amber</b>	<b>Green</b>
<p>Can you describe the growth of regionalism and its various forms?</p> <p>Are you able to explain the relationship between regionalism and globalisation?</p> <p>How does economic regionalism impact global trade?</p> <p>What are the prospects for political regionalism and regional governance?</p>			

Can you discuss the impact of regionalism on state sovereignty? How do security alliances within regions influence global stability?			
<b>10. How has the European Union developed and what is its significance as a global actor?</b>	<b>Red</b>	<b>Amber</b>	<b>Green</b>
Can you outline the major developments in the formation and growth of the EU? Are you able to explain the roles and powers of key EU institutions? How does the process of enlargement affect the EU? What are the key treaties and agreements that have shaped the EU? Can you evaluate the EU's political, economic, and military influence globally? What challenges does the EU face in maintaining its significance as an international body?			
<b>11. What are the main ideas of realism and liberalism in global politics, and how do they compare?</b>	<b>Red</b>	<b>Amber</b>	<b>Green</b>
Can you explain the core principles of realism in international relations? Are you able to discuss the core principles of liberalism in international relations? How does realism view the inevitability of war and the security dilemma? What is the liberal perspective on international cooperation and global governance? Can you compare and contrast realism and liberalism in terms of human nature and power? How do realists and liberals differ on the role of international organisations and the significance of states?			
<b>12. How well do realism and liberalism explain recent developments in global politics?</b>	<b>Red</b>	<b>Amber</b>	<b>Green</b>
Can you provide case studies that illustrate realist and liberalist theories in action? Are you able to evaluate the impact of globalisation on state sovereignty from both perspectives? How do realism and liberalism interpret the role of international organisations in global governance? Can you analyze the effectiveness of global economic governance using realist and liberalist views? What do realism and liberalism suggest about the future of international cooperation and conflict? How do these theories explain the changing dynamics of power and developments in global politics since 2000?			
<b>HOME LEARNING TASKS</b>			
<b>Task Description</b>	<b>Done?</b>		
Complete the Global Comparative Politics Revision Guide Tasks in your Revision Workbook using your textbook and revision guide			
Create a comparative table outlining the characteristics of nation-states and national sovereignty, including examples of different nation-states. Evaluate the impact of globalisation on these nation-states, detailing both positive and negative effects.			
Develop a detailed case-study profile for both the United Nations and NATO, highlighting their origins, key roles, and significant achievements. Assess their effectiveness in addressing global security issues and provide examples of both successful and challenged interventions.			
Construct a concept map that illustrates the key issues and challenges in international human rights law, including the role of major institutions like the International Criminal Court and the European Court of Human Rights. Evaluate how these issues impact state sovereignty and provide examples of interventions.			
Create a timeline that tracks the evolution of different types of power (hard and soft) and state power classifications from 2000 to the present. Include key events and shifts in global power dynamics, and analyze how these changes have influenced international relations.			
Develop a comparative table that examines different forms of regionalism (economic, security, political) and includes examples such as NAFTA, the African Union, and ASEAN. Evaluate the impact of regionalism on state sovereignty and globalisation.			
Create a concept map that compares and contrasts the main ideas of realism and liberalism in global politics. Include key principles, views on human nature, power, and the role of international organisations. Use case studies to illustrate how each theory explains recent developments in global politics.			