**Paper 1: Democracy (SHJ) (pages 2-23)**

**Using your textbook read pages 2-23 and then make notes on the following:**

*READ the chapter FIRST! It WILL help you make more sense when it comes to noting!*

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| --- | --- |
| 1. Define and give an example for the following:   *Look at this example. Note that I have not simply copied from the textbook. I have used my own words, shortened sentences and tried to add in my own examples. From the book is blue, my knowledge is red. You might not have lots of ‘own knowledge’ yet, but you must try.*  Direct democracy  Representative democracy  Pluralism  Elitism  Legitimacy  Democratic deficit  *e.g. Legitimacy: legal right to use power, not the same as the ability to exercise power. Usually gained by consent, for example elections. E.g. Cameron 2015 gaining legitimacy for austerity* | **2-4** |
| *Extension: In what ways could you claim the current government of Theresa May is legitimate and illegitimate?*  *For those of you hoping for top grades, these tasks are excellent. They might require a little online research and more critical thinking. You do not have to do them by the deadline; you could complete them later if you want.* | |
| 1. Using the tables on page 3, explain why representative democracy is more suited to the UK than direct democracy. (max. 100 words.)   *These tasks do not need to be full sentences...they are YOUR notes.* | **3** |
| 1. Read pages 3-7. What is the biggest threat to UK democracy today and why? | **3-7** |
| *Extension: Compare the turnout figures for the AV referendum 2011, Scottish independence referendum 2014 and Brexit referendum 2016. What might explain the differences?* | |
| 1. Explain whether making voting compulsory or lowering the voting age to 16 would be more beneficial to UK democracy. (max. 100 words)   *This task needs reading, analysing and judgment – YOU have to decide and justify your decision. Again, full sentences aren’t necessary* | **8-12** |
| 1. Explain one difference and one similarity between causal and sectional pressure groups, and between insider and outsider pressure groups. | **13-14** |
| 1. Read pages 14-17. Identify in order of importance the three most important factors that will help a pressure group be successful and explain each factor. | **14-17** |
| *Extension: Read this article. Do you think the Lobbying Act has been successful?*  [*http://www.independent.co.uk/news/uk/home-news/lobbying-act-charities-muzzled-mps-commons-agenda-parliament-rules-greenpeace-save-the-children-a7918416.html*](http://www.independent.co.uk/news/uk/home-news/lobbying-act-charities-muzzled-mps-commons-agenda-parliament-rules-greenpeace-save-the-children-a7918416.html) | |
| 1. Complete this table for at least **FOUR MORE** rights in the UK:  |  |  |  | | --- | --- | --- | | ***Right*** | ***Guaranteed by*** | ***Possible area of conflict*** | | Freedom from torture | Human Rights Act 1998 | UK security services (e.g. MI5/MI6) | |  |  |  | | **19-22** |
| 1. Turning the final paragraph of page 21, and the whole of page 22, into a brief timeline regarding the rights and terrorism in the UK. | **21-22** |
| *Extension: With the increased threat of terrorism, is it more important to protect individual rights and freedoms or to restrict these rights in order to protect society? This article might help in your consideration -* [*https://www.theguardian.com/politics/2017/jun/07/keir-starmer-uk-human-rights-law-does-not-prevent-capture-of-terrorists*](https://www.theguardian.com/politics/2017/jun/07/keir-starmer-uk-human-rights-law-does-not-prevent-capture-of-terrorists) | |