


# Research-Based Curricula



**Faith, Fear & Bias:  
Islamophobia in  
Contemporary Britain**  
Key Stage 5  
Politics & Sociology  
Coursebook

**2025**

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# About this Pack

## Who is this pack for?



- This pack was created for all students, regardless of whether this is your best or worst subject.
- It's not graded or marked by your teacher. It's a chance to explore the subject and learn in a new way that's different to the classroom.
- Each pack is written by a student at the University of Cambridge researching this topic and has special knowledge on the subject. When they were your age, they knew nothing about it either!
- By completing their mini-course, you will find out why it's interesting, and you will build the skills that help you improve at school.

## So... why complete this pack?



- Learn new cool areas of a subject that you won't cover in the classroom
- Sharpen your academic skills, like short essay writing and interpreting data
- Experience what it's like to explore a subject freely
- Better understand what you enjoy and don't – it will help you make decisions about your future studies and career choices!

## What's in this booklet?



Your RBC booklet is a pack of resources containing:

- ✓ More about how and why study this subject
- ✓ Four 'resources' each as a lesson with activities
- ✓ A final assignment to gauge learning
- ✓ Extra guidance throughout about the university skills you are building
- ✓ End notes on extra resources and where to find more information

# Meet the Author



**Name** Tasnim Khanom Ali

**Area of Study and Degree** PhD in Education

**University** University of Cambridge

## Studying Education at university

My PhD in Education is a research-focused degree in which I conduct original work on a topic I am passionate about: Islamophobia. I work closely with my supervisor, an expert in my field, to help with my writing. At the end of my PhD, I will submit my thesis, which can be up to 80,000 words, followed by an oral exam to defend my work!

## Background to the Research

My research focuses on Islamic Prayer Rooms in British universities. For many Muslim students, these spaces are vital for practising their faith on campus, and yet they are often treated by universities as temporary, optional, or tightly controlled.

I examine how policies, rules, and cultural assumptions shape access to prayer rooms - who can use them, when, and under what conditions. I also explore how Muslim students adapt to these challenges in their everyday university lives, and what this reveals about religious inclusion in higher education today.

## Meet the PhD Researcher

I grew up in South London in a British Bengali family and was the first in my family to go to university. As a Muslim woman who wears a headscarf, I have found that my educational experiences have shaped my research. Although I could not afford to pursue a Masters and a PhD, I have been fortunate enough to receive scholarships that made it possible.

My journey has been driven by a passion for diversity and inclusion, especially for students from minority backgrounds. I feel very grateful to be able to study something that matters deeply to me and to share it with others!

# Building Your Skills

Research-Based Curricula packs challenge you to build your skills in this subject and be used across any of your schoolwork.



**Any time you see a badge, look out for a skill you'll be building!**

These skills are the type of skills that teachers and universities look for as you progress, so see how many you know below.

## Skills you may see and use in this pack.

**Research** *your ability to work on your own and find answers online or in other books*

**Creativity** *your ability to create something original and express your ideas*

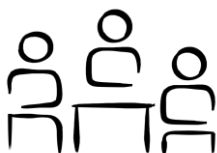
**Problem solving** *your ability to apply what you know to new problems*

**Source analysis** *your ability to evaluate sources (e.g. for bias, origin, purpose)*

**Data analysis** *your ability to discuss the implications of what the numbers show*

**Active reading** *your ability to engage with what you are reading by highlighting and annotating*

**Critical thinking** *your ability to think logically to build an argument clearly*

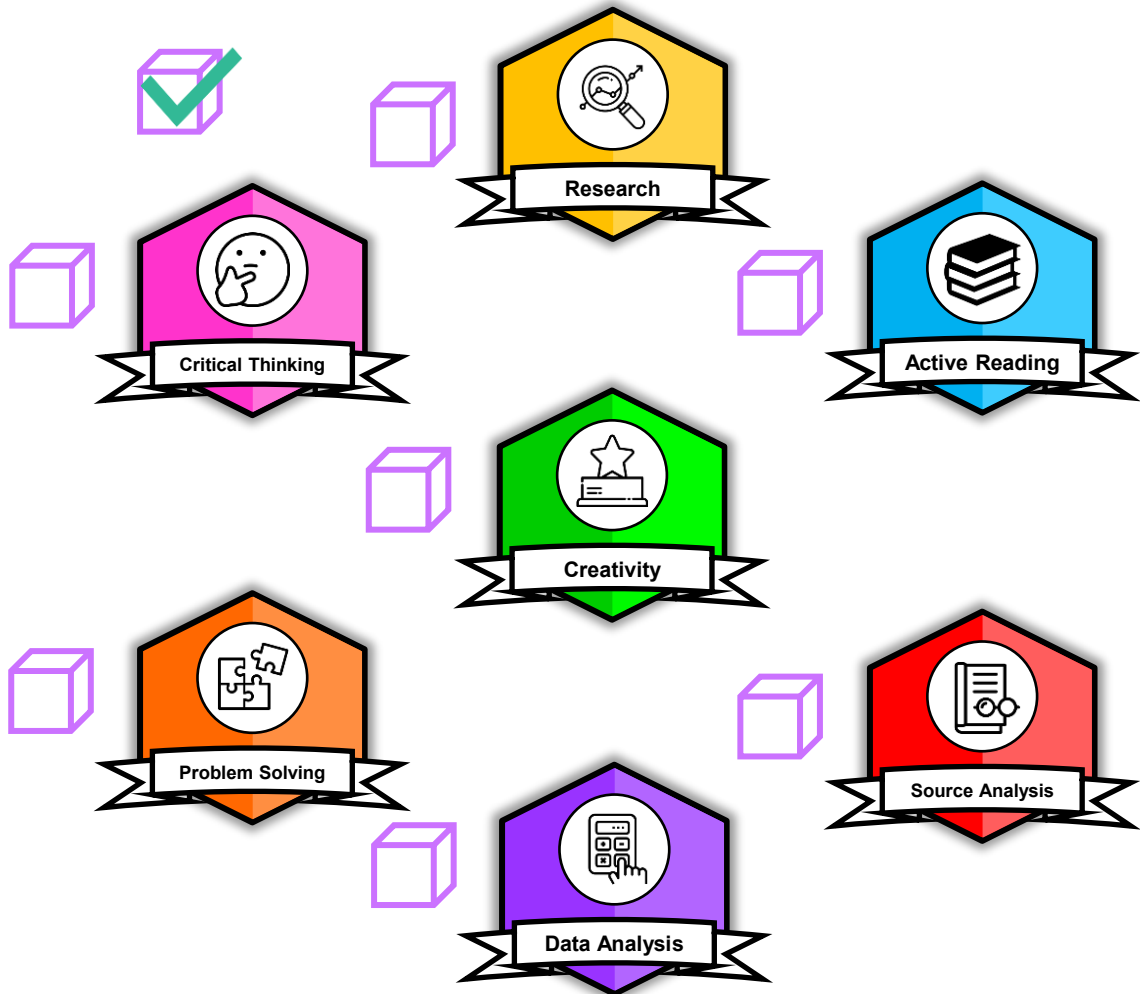


**Psst! You can learn more about these skills in the Academic Study Skills section.**

# Your Skills Badges

As you work through this booklet, you'll have the chance to build the skills you have read on the previous page.

Make sure to revisit this page once you have mastered each skill. Tick off each skills badge below once completed!



Look out for these badges in the Data Source, Activities and Further Reading sections of each Resource. If you complete a skill more than once, write the number of times you completed it next to the badge.

When you've earned all seven skills badges, you can discuss with your teacher how to further build your skills!

# Vocabulary

Be sure to use this section as you go through your booklet. If you see an emboldened word, you can find the definition here. If you are still unsure about the meaning or use of the word, we encourage you to use a dictionary or ask a teacher.



Term	Definition
<b>Anti-Semitism</b>	Prejudice, discrimination, or hostility towards Jewish people, based on religion or ethnicity.
<b>Assimilation</b>	When minority groups are expected to give up their cultural or religious identity to fit into the dominant culture.
<b>Discrimination</b>	Treating people unfairly or unequally because of who they are (e.g. race, religion, gender, disability).
<b>Extremism</b>	Holding views that are very far outside mainstream society, sometimes linked to violence or rejecting democracy.
<b>Far-right</b>	Political movements or groups that believe in extreme nationalism, anti-immigration policies, and often target minorities.
<b>Feminism</b>	A movement and theory that aims to understand and challenge gender inequality and promote women's rights.
<b>Folk Devils</b>	A group portrayed by the media as a threat to society's values or safety, often exaggerated (e.g. young people, minorities).
<b>Functionalism</b>	A sociological theory that views society as composed of distinct parts (institutions) working together to maintain order.
<b>Globalisation</b>	The process by which the world becomes more connected through trade, migration, technology, and culture.
<b>Halal</b>	An Arabic word meaning "permitted." In Islam, it refers to food and practices that follow Islamic law, such as halal meat.

# Vocabulary

Term	Definition
<b>Homogenous</b>	A group or society that is mostly the same in culture, ethnicity, or beliefs, with little diversity.
<b>Immigration</b>	The act of moving to another country to live, often for work, study, or safety.
<b>Intersectionality</b>	The idea that different forms of discrimination (e.g. racism, sexism, classism) overlap and affect people in connected ways.
<b>Interdisciplinary</b>	Combining ideas and methods from more than one subject area (e.g. using sociology, politics, and history together).
<b>Islamophobia</b>	Unfounded hostility, prejudice, or discrimination against Islam or Muslims, in everyday life or through institutions.
<b>Liberated</b>	Being free from control, restrictions, or oppression.
<b>Marxism</b>	A sociological and political theory that argues society is shaped by class conflict between workers and the ruling class.
<b>Moral panic</b>	When media or politicians exaggerate a problem, creating public fear about a group or behaviour.
<b>Multiculturalism</b>	A political and social approach that values and recognises cultural and religious diversity within society.
<b>Oppression</b>	When power is used unfairly to keep a group of people disadvantaged or controlled.
<b>Patriarchy</b>	A social system where men hold more power and authority than women, often reinforced through institutions and culture.



# Vocabulary

Term	Definition
<b>Post-colonial</b>	Refers to the period after colonialism, and the ongoing effects of empire, racism, and cultural dominance.
<b>Prejudice</b>	A negative attitude or judgement about someone based on stereotypes rather than facts.
<b>Radicalisation</b>	The process by which a person comes to adopt extreme political, social, or religious views.
<b>Racialisation</b>	When groups are treated as if they are a fixed race, often based on appearance, culture, or religion (e.g. Muslims being seen as a “racial group”).
<b>Racism</b>	Believing one race is superior to others, leading to prejudice and discrimination.
<b>Secular</b>	Describes a society or system that separates religion from politics, education, or public life.
<b>Sharia Law</b>	Islamic legal principles based on the Qur’an and Hadith, covering personal, religious, and ethical matters.
<b>Terrorism</b>	The use of violence, usually against civilians, to create fear and achieve political or ideological goals.
<b>The Prevent Duty</b>	A UK government policy that requires public institutions (e.g. schools, universities) to watch for and stop radicalisation.
<b>Volksgeist</b>	A German term meaning “spirit of the people,” used to describe the shared culture, language, and identity of a nation.
<b>Xenophobia</b>	Fear, prejudice, or hostility towards people from other countries.

When you find words that you don’t recognise in a resource, look up their definition.

# Introduction to Subject

## Islamophobia in Contemporary Britain

Islamophobia is one of the most pressing social and political issues in Britain today. It affects how British Muslims are represented in the media, how institutions treat them, and how they are viewed in debates about national identity and security. Understanding Islamophobia requires an **interdisciplinary** approach. It crosses the boundaries of sociology, politics, history, and gender studies. Looking at it from different angles helps us see how discrimination against Muslims is produced.

### The topics in this pack include:

- 1. What is Islamophobia?** Exploring what the term means and how it differs from other forms of prejudice.
- 2. The Rise of Islamophobia in Britain** Examining how global events, media narratives, and hate crimes have influenced attitudes.
- 3. Counterterrorism Policy in the UK** Analysing how policies such as Prevent shape perceptions of Muslims.
- 4. British Identity and Nationalism** Considering how ideas of “British values” and belonging affect inclusion and exclusion.
- 5. Gendered Islamophobia** Looking at how Muslim women are stereotyped and how feminist thinkers respond.
- 6. Solving Islamophobia with Multiculturalism** Exploring solutions and debates about diversity, equality, and social cohesion.

# Resource One

## Overview

**Topic** What is Islamophobia?

**Key Stage 5** AQA A-Level Sociology: Beliefs in society  
**Subject Area** AQA A-Level Politics: Multiculturalism

**Objectives** By completing this resource, you will be able to:

- ✓ Define Islamophobia.
- ✓ Distinguish Islamophobia from other forms of prejudice (racism, xenophobia, anti-Semitism).
- ✓ Understand the concept of racialisation.

- Instructions**
1. Read the data source
  2. Complete the activities
  3. Explore the further reading
  4. Move on to Resource Two



# Resource One

## Data Source

**Section A** *This section defines Islamophobia and explores how it manifests in both individual acts of prejudice and wider structural discrimination.*

**What is Islamophobia?**

The term *Islamophobia* is relatively modern, gaining wider use in the late 20th century. The Runnymede Trust's 1997 report on Islamophobia provided one of the first widely used definitions:

*“Unfounded hostility towards Islam. It refers also to the practical consequences of such hostility in unfair **discrimination** against Muslim individuals and communities, and to the exclusion of Muslims from mainstream political and social affairs.”*



Islamophobia also refers to structural discrimination that disadvantages Muslims in many areas of life, including:

- Physical violence and hate crimes.
- Political rhetoric targeting Muslims.

# Resource One

## Data Source

### Section A

#### What is Islamophobia? (continued)

- Media narratives portraying Muslims as threats.
- Workplace discrimination.
- Exclusion from public life or positions of influence.

### Section B

#### How is Islamophobia different from other forms of prejudice?

*This section compares Islamophobia with other forms of prejudice to highlight overlaps and key differences.*

Type of Prejudice	Main Target	Based On	Common Stereotypes
<b>Racism</b>	Ethnic/racial groups	Skin colour, ancestry	Inferiority, criminality
<b>Xenophobia</b>	Immigrants/foreigners	National origin	“Not belonging”, “stealing jobs”
<b>Anti-Semitism</b>	Jewish people	Religion & ethnicity	Conspiracy, control, disloyalty
<b>Islamophobia</b>	Muslims (or people perceived to be Muslim)	Religion, culture, appearance	Extremism, oppression of women, incompatible with Western values



Figure 1



# Resource One

## Data Source & Activities

### Section C

### The Racialisation of Islam

*This section looks at how Muslims are often targeted based on appearance or culture, not just belief.*

One of the key features that makes Islamophobia distinct is **racialisation**, the idea that Muslims are often treated as if they are a fixed, racial group.

This means people may also be targeted by how they look, sound, or dress:

- Wearing a headscarf, beard, or traditional clothing.
- Having an Arabic, South Asian, or North African name.
- Speaking with a foreign accent.
- Being associated with particular regions or countries.



### Activities

#### 1. Same or Different?

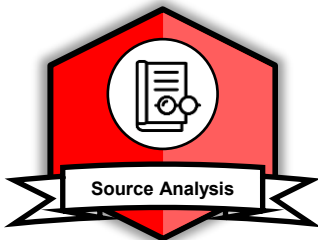
Islamophobia. Racism. Xenophobia. Anti-Semitism.

Pick one similarity and one difference between Islamophobia and one of the other types of prejudice.

Use the information in Figure 1 (the comparison table) to support your answer.

#### 2. Real-World Application

Find a recent news headline or social media post that might contribute to Islamophobia. Describe what makes it Islamophobic and why.



# Resource One

## Further Reading

### Explore

1. Said, E. W. (1978). *Orientalism*. Pantheon Books.
2. Abbas, T. (2004). Islamophobia in the UK: Historical and contemporary debates. *Journal of Muslim Minority Affairs*, 24(3), 297–308.  
<https://doi.org/10.1080/1360200042000296634>
3. BBC Three. (2014). *My brother the terrorist* [Documentary]. BBC.
4. BBC Three. (2014). *My brother the terrorist* [Documentary]. BBC.

### References

1. Runnymede Trust. (1997). *Islamophobia: A challenge for us all*. Runnymede Trust.
2. Runnymede Trust. (2017). *Islamophobia: Still a challenge for us all*. Runnymede Trust.
3. Fekete, L. (2004). Islamophobia: The new racism? *Race & Class*, 46(4), 123–131.  
<https://doi.org/10.1177/0306396804045512>

### Image Sources

1. <https://metro.co.uk/2016/04/12/heres-what-you-really-need-to-know-about-british-muslims-5811220/>
2. <https://www.meer.com/en/52478-islamophobia-in-the-west>
3. <https://www.csmonitor.com/World/Europe/2010/0905/Why-Islamophobia-is-less-thinly-veiled-in-Europe>
4. <https://ideas.ted.com/prejudiced-thoughts-run-through-all-our-minds-the-key-is-what-we-do-with-them/>

# Resource **Two**

## Overview

**Topic** The Rise of Islamophobia in Britain

**Key Stage 5 Subject Area** AQA A-Level Sociology: Beliefs in society  
AQA A-Level Politics: Nationalism

**Objectives** By completing this resource, you will be able to:

- ✓ Identify key events that contributed to rising Islamophobia in Britain.
- ✓ Explore the role of media narratives in shaping public attitudes.
- ✓ Examine how far-right movements have influenced public discourse.

- Instructions**
1. Read the data source
  2. Complete the activities
  3. Explore the further reading
  4. Move on to Resource Three



**Note:** This resource explores terrorism, media coverage, and far-right movements. It includes discussion of hate crimes and discrimination. Please engage critically and respectfully.



# Resource **Two**

## Data Source

### Section A

### Key Events Shaping Islamophobia

*This section explores how major terrorist attacks have shaped public attitudes toward Muslims in Britain.*

#### Global Terrorist Attacks

Two major global events heavily influenced British attitudes towards Islam:

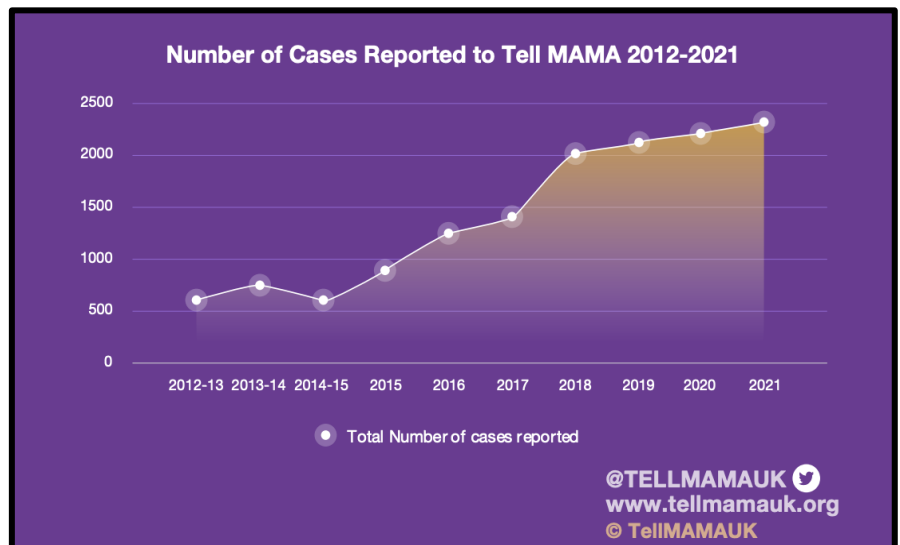
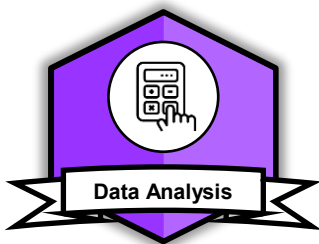
- **9/11 attacks (2001, USA):** A global turning point where Islam and terrorism became strongly linked in Western media.
- **7/7 London bombings (2005, UK):** Britain's first domestic Islamist terror attack, intensifying fear and suspicion toward British Muslims.



#### The "Hate Crime Spike" Effect

Data consistently shows spikes in anti-Muslim hate crimes following terrorist attacks. For example, there was a 505% increase after the 2017 Manchester Arena Bombing, and similar spikes after the 2013 Lee Rigby Murder and 2017 Westminster Attack.

Figure 2



# Resource **Two**

## Data Source

### Section B

#### The Role of the Media

*This section examines how media portrayals of Muslims contribute to public fear and moral panic.*

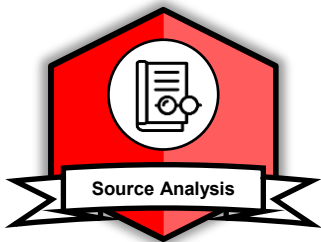
The Centre for Media Monitoring (2018) found 59% of media articles about Muslims were negative. Islam is frequently framed as a threat, violent, or "failing to integrate".

Example headline from *The Sun* (2016):

"1 in 5 Brit Muslims' sympathy for jihadis"  
(Later retracted after complaints of inaccuracy.)



Figure 3



These headlines fuel **moral panics**. This is a sociological concept where public fear is amplified by media and political narratives, portraying Muslims as cultural and security threats.

# Resource **Two**

## Data Source & Activities

### Section C

#### Far-Right and Populist Movements

*This section explores how far-right movements use anti-Muslim ideas to promote nationalism.*

Far-right groups such as the English Defence League (EDL), Britain First, and figures like Tommy Robinson amplified anti-Muslim narratives.

Slogans such as "Defend British Values" or "No Sharia Law in the UK" have become common talking points in nationalist discourse.

These movements create an "us vs them" narrative, portraying Muslims as outsiders or threats to British identity.



#### Activities

##### 1. Timeline Task

This activity explores how biased media coverage can affect communities. Create a timeline of 5 key events since 2001 that have contributed to the rise of Islamophobia. Include:

- The event
- The year
- A short note on its public impact

##### 2. Media Detective

Study *The Sun's* headline: **"1 in 5 Brit Muslims' sympathy for jihadis"**.

Why might headlines like this fuel fear and prejudice?

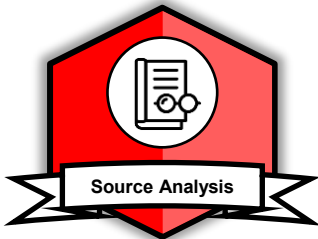
Rewrite the headline more responsibly.

##### 3. Moral Panic Reflection

Define 'moral panic'.

Explain how terrorism and media coverage may have created a moral panic about Muslims.

Why might far-right groups benefit from moral panics?



# Resource **Two**

## Further Reading

- Explore**
1. Hall, S., Critcher, C., Jefferson, T., Clarke, J., & Roberts, B. (1978). *Policing the crisis: Mugging, the state and law and order*. Macmillan.
  2. BBC Three. (2014). *My brother the terrorist* [Documentary]. BBC.
  3. Al Jazeera English. (2017, July 3). *The rise of Islamophobia in Europe and the UK* [Video]. YouTube.  
<https://www.youtube.com/watch?v=JpR8bJQyBzY>

- References**
1. Home Office. (2020). *Hate crime, England and Wales, 2019/20*. UK Government.  
<https://www.gov.uk/government/statistics/hate-crime-england-and-wales-2019-to-2020>
  2. Tell MAMA. (2022.). *Annual reports*. Measuring Anti-Muslim Attacks. <https://tellmamauk.org/>

- Image Sources**
1. Tell MAMA, & Home Office. (2017). *Anti-Muslim hate crime statistics* (p. 13). Tell MAMA UK.
  2. The Sun's UK Muslim 'jihadi sympathy' article 'misleading', Ipsos rules. (2016, March 26). *BBC News*.  
<https://www.bbc.com/news/uk-35903066>
  3. Sabbagh, D. (2018, December 1). *Muslims demand full legal protection from Islamophobia*. The Guardian.  
<https://www.theguardian.com/uk-news/2018/dec/01/muslims-demand-full-legal-protection-from-islamophobia>

# Resource **Three**

## Overview

- Topic** Counterterrorism Policy in the UK
- Key Stage 5 Subject Area** AQA A-Level: Beliefs in society  
AQA A-Level Politics: Multiculturalism
- Objectives** By completing this resource, you will be able to:
- ✓ Examine how state institutions respond to Islam and Muslims.
  - ✓ Critically analyse the Prevent Duty.
  - ✓ Apply sociological perspectives (functionalism, Marxism, feminism) to state policy.
- Instructions**
1. Read the data source
  2. Complete the activities
  3. Explore the further reading
  4. Move on to Resource Four



**Note:** This resource analyses government policy and its impact on communities. We encourage respectful and evidence-based discussion.

# Resource **Three**

## Data Source

### Section A

#### The Prevent Duty

*This section explores how UK government policy has shaped perceptions of Muslim communities and sparked national and international debate.*

The **Prevent Duty** is part of the UK's wider *Counter-Terrorism Strategy (CONTEST)*. Introduced in 2003 and made a legal duty in 2015, Prevent aims to stop individuals from becoming radicalised.

Under Prevent, public sector staff (teachers, doctors, social workers, etc.) must:

- Watch for signs of **radicalisation**.
- Report individuals deemed "at risk."
- Intervene early to prevent **extremism**.



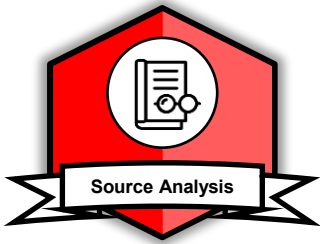
# Resource **Three**

## Data Source

### Section A

#### The Prevent Duty (continued)

Many civil rights groups, academics, and international bodies have criticised Prevent for disproportionately targeting Muslims. Here are some sources that show the differences in opinions towards Prevent.



#### Source A - UK Government Prevent Guidance (2015)

"Schools and childcare providers have a duty to prevent people from being drawn into terrorism. This means being able to identify children who may be vulnerable to radicalisation. The Prevent Duty is not about spying but protecting vulnerable individuals from harm."

(HM Government, 2015).

#### Source B - UN Special Rapporteur (2021)

"Prevent is fundamentally flawed, discriminatory and counterproductive. The broad and vague nature of the duty disproportionately targets Muslims, creates suspicion, undermines trust and chills free expression."

(Fionnuala Ní Aoláin, UN, 2021).

# Resource Three

## Data Source

### Section A

#### The Prevent Duty (continued)

#### Source C - Tell MAMA Student Testimony (2020)

#### Source D - UK Home Office (2023)

"I was told by a teacher that my political views were worrying because I said I disagreed with British foreign policy. Later, my parents were contacted. I now avoid saying anything political at school."

(Tell MAMA Report, 2020)

"Prevent is an essential part of safeguarding. It has successfully diverted vulnerable individuals away from extremism of all kinds — not just Islamist but also far-right and other forms of violent ideology. Prevent works in partnership with communities to support individuals before criminal offences are committed, protecting lives while respecting civil liberties."

### Section B

#### The Impact of State Policies

#### Education

*This section examines how state policies in education, policing, and immigration can directly and indirectly contribute to experiences of Islamophobia.*

- Muslim students often feel monitored.
- Fear of being labelled "radical" may silence political or religious discussion.

#### Policing

- *Stop and search* powers have been disproportionately used against ethnic minorities, including many Muslims.
- Counter-terrorism policing can create distrust between Muslim communities and law enforcement.

#### Immigration and Asylum

- Refugees from Muslim-majority countries often face public hostility.
- Policies framed around "securing borders" frequently racialise Muslims as a threat.



# Resource **Three**

## Data Source & Activities

**Section C**  
**Sociological Perspectives**

*This section applies key sociological theories to analyse how state policies like Prevent reflect broader ideas about power, control, and identity.*

**Figure 4**

Theory	View on State Response
<b>Functionalism</b>	The state has a duty to maintain social order and protect citizens from extremism. Prevent is part of safeguarding vulnerable individuals.
<b>Marxism</b>	State policies serve ruling class interests, using Islamophobia to divide the working class and maintain power.
<b>Feminism</b>	Muslim women are often portrayed as passive victims needing "liberation", which reinforces both Islamophobia and gendered stereotypes.

**Activities**



**1. Prevent on Trial**

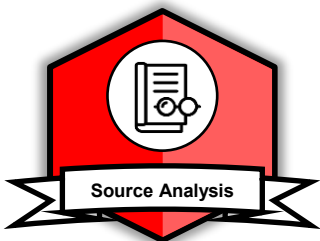
In small groups, act as either:  
Government officials defending Prevent.  
Human rights advocates criticising Prevent.  
Prepare a 2-minute speech presenting your case.



**2. Theory Application**

Using the table above, write a short paragraph explaining how each of the following views might interpret Prevent:

- Functionalist view
- Marxist view
- Feminist view



**3. Source Comparison**

What are the key differences between Source A (government), Source B (UN), Source C (student) and Source D (Home Office)?

Which source do you find most persuasive? Why?

# Resource **Three**

## Further Reading

- Explore**
1. Kundnani, A. (2014). *The Muslims are coming!: Islamophobia, extremism, and the domestic war on terror*. Verso Books.
  2. Abbas, T. (2021). *Islamophobia and radicalisation: A vicious cycle*. Oxford University Press.
  3. Modood, T. (2020). *Multiculturalism: A civic idea* (2nd ed.). Polity Press.
  4. Modood, T. (Speaker). (2018). *Islamophobia and the struggle for recognition* [Video]. YouTube. <https://www.youtube.com/watch?v=ODHJ0tWX7aY>

- References**
1. HM Government. (2015). *Revised Prevent duty guidance for England and Wales*. UK Government. <https://www.gov.uk/government/publications/prevent-duty-guidance>
  2. Ní Aoláin, F. (2021). *Report of the Special Rapporteur on the promotion and protection of human rights and fundamental freedoms while countering terrorism*. United Nations Human Rights Council. <https://digitallibrary.un.org/record/3926981>
  3. Tell MAMA. (2020). *Student testimony: Experiences under Prevent* [Report]. Tell MAMA UK. <https://tellmamauk.org>
  4. Home Office. (2023). *CONTEST: The United Kingdom's strategy for countering terrorism*. UK Government. <https://www.gov.uk/government/publications/contest-uk-counter-terrorism-strategy>

# Resource **Three**

## Further Reading

### Image Sources

1. <https://georgetownsecuritystudiesreview.org/2016/05/16/contest-prevent-and-the-lessons-of-uk-counterterrorism-policy/>
2. <https://www.i2comply.com/regulatory-compliance/who-needs-to-comply-with-the-prevent-duty/>
3. <https://www.amnesty.org.uk/2000-people-called-mps-get-prevent-off-classrooms>

# Resource **Four**

## Overview

**Topic** British Identity and Nationalism

**Key Stage 5 Subject Area** AQA A-Level Sociology: Beliefs in society  
AQA A-Level Politics: Nationalism

**Objectives** By completing this resource, you will be able to:

- ✓ Analyse how nationalism shapes debates about British identity.
- ✓ Apply key theorists like Herder, Maurras, and Modood to real-world issues.
- ✓ Evaluate multiculturalism vs assimilation using political theory.

- Instructions**
1. **Read the data source**
  2. **Complete the activities**
  3. **Explore the further reading**
  4. **Move on to Resource Five**



# Resource **Four**

## Data Source

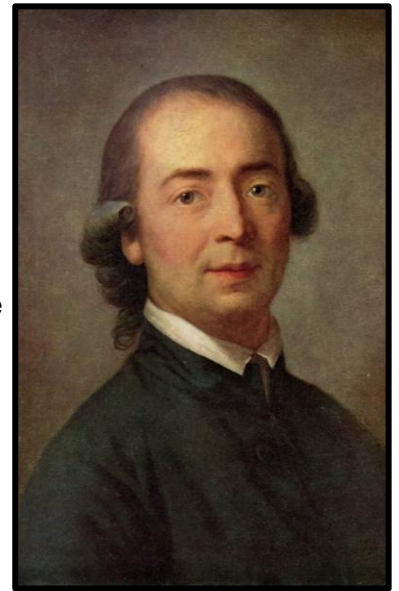
### Section A

#### Theories of the Nation

#### Johann Gottfried Herder: Nations as "Cultural Communities"

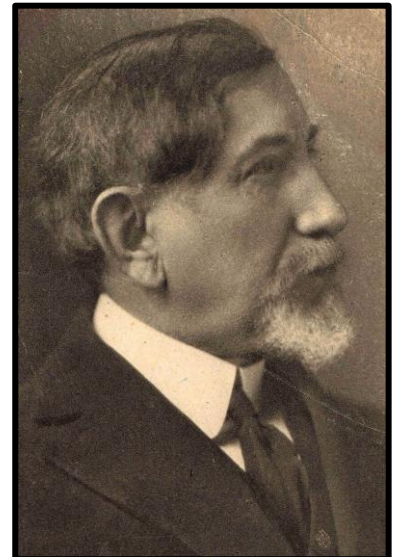
*This section introduces three key thinkers with contrasting views on national identity, exploring how their ideas shape debates about whether Muslims are seen as part of the British nation.*

- Herder argued that nations are built on shared language, culture, and history. This "**volksgeist**" (spirit of the people) gives nations their identity.
- In diverse modern societies, such as Britain, minorities may not share dominant historical narratives, creating challenges for full inclusion.
- Debates around whether Muslims share "British values" reflect Herder's idea that a national identity is culturally defined by the majority.



#### Charles Maurras: Exclusionary Nationalism

- Maurras promoted integral nationalism: extreme loyalty to a **homogenous**, culturally pure nation.
- He rejected Jews, Muslims, Protestants, and foreigners as internal enemies.
- Contemporary **far-right** groups (Britain First, EDL) echo Maurras's exclusionary view, portraying Muslims as incompatible with Britishness.



# Resource **Four**

## Data Source

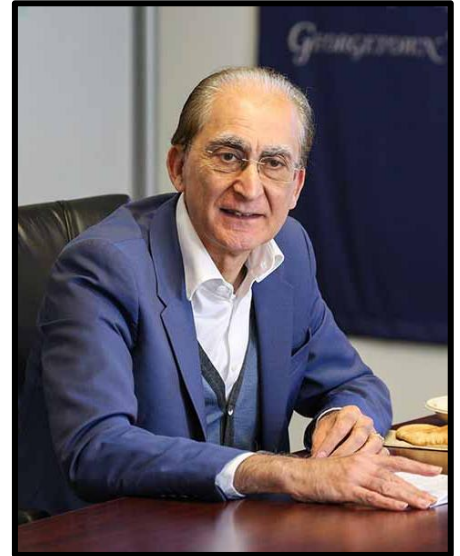
### Section A

#### Theories of the Nation (continued)

#### Tariq Modood: Multicultural Nationalism



- Modood argues that Muslims can be fully British while maintaining religious and cultural identity.
- He supports multicultural citizenship where difference does not prevent full belonging.
- For Modood, headscarves, halal food, and mosques are fully compatible with British national identity.



### Section B

#### British Values and Loyalty Tests



*This section examines how British values policies can act as loyalty tests, especially for Muslims, and how theories of identity help us understand these dynamics.*

- Since 2014, English schools have been legally required to promote British values (democracy, rule of law, liberty, tolerance).
- Critics argue that British values policies often operate as loyalty tests applied disproportionately to Muslims.
- Stuart Hall's Cultural Identity Theory explains how national identity can create insider-outsider dynamics, where minorities are required to prove their loyalty to "the nation."
- Bell Hooks' theory of **intersectionality** highlights how Muslim women may face both Islamophobia and gendered stereotypes, portraying them as oppressed outsiders.

# Resource **Four**

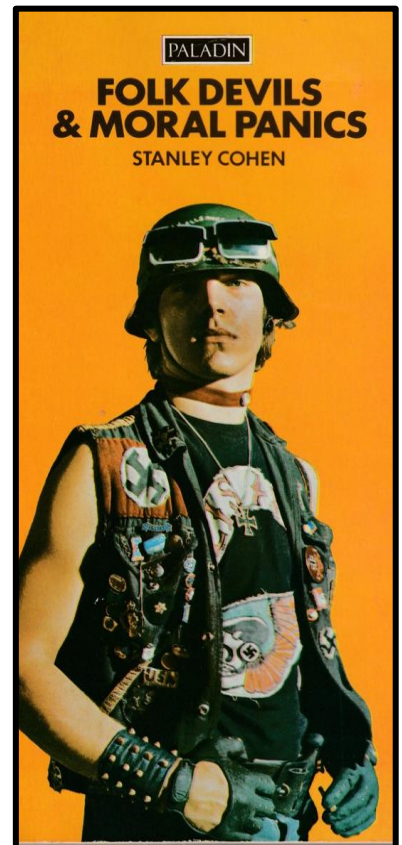
## Data Source



**Section C**  
**Islamophobia and Nationalism in Practice**

*This section explores how Islamophobia is shaped by national identity debates, media narratives, and political slogans that portray Muslims as threats to social cohesion.*

- Islamophobia reflects anxieties about national identity in a **globalised** world.
- Slogans like "British jobs for British workers" or "Take back control" often carry implicit anti-Muslim sentiments.
- Media narratives regularly frame Muslims as resisting integration, particularly around topics such as headscarves or **Sharia law**.
- Stanley Cohen's theory of moral panic shows how media and politicians amplify fear of minorities. Muslims have been constructed as "**folk devils**", symbolising a threat to national stability.



# Resource **Four**

## Activities

### Activities 1. **Build-a-Nation: The Theory Test**

**Task:** You're founding a new country. Each thinker (Herder, Maurras, Modood) wants to be your national advisor — but they each have radically different visions.

#### **Instructions:**

Match the vision below to the correct thinker:

- “Our country must protect a pure, historical culture from outside threats.”
- “Our nation is strongest when all cultural groups feel fully at home, equally recognised.”
- “A shared language, culture, and history form the soul of our national identity.”

**Follow-up:** Which advisor would you choose? Justify your decision in 3–4 sentences.

### 2. **British Values on Trial**

**Task:** Imagine you're a lawyer in a classroom "mock trial" debating this motion:

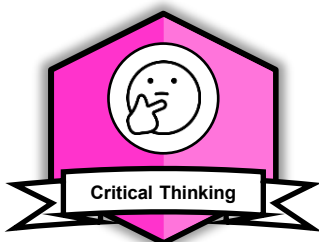
**“British Values policies unfairly single out Muslims as disloyal citizens.”**

#### **Instructions:**

As the prosecution, argue *how* British values policies act as loyalty tests (use Hall or Hooks).

As the defence, argue that British values promote integration and cohesion.

Then decide: Should the policy be changed, removed, or kept as is? Defend your verdict.

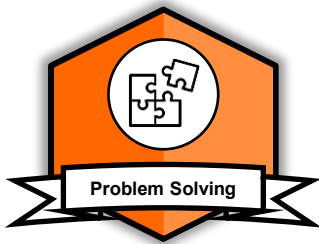




# Resource **Four**

## Activities

### Activities (continued)



### 3. **Headline Hysteria: Moral Panic in the Media**

**Task:** You're a media analyst reviewing front-page headlines from the past 10 years.

**Instructions:**

Find (or create) an example headline that frames Muslims as a threat to British identity (e.g. "Sharia Street" or "Muslim Plot in Schools").

Use **Stanley Cohen's theory of moral panic** to explain:

- a. Who are the "folk devils"?
- b. What threat are they said to pose?

# Resource **Four**

## Further Reading

- Explore**
1. University of Edinburgh. (2022). *Let's talk: Islamophobia podcast* [Audio podcast]. University of Edinburgh. [https://media.ed.ac.uk/media/Let%27s%2BTalk-%2BIslamaphobia%2Bpodcast/1\\_93iea7vl](https://media.ed.ac.uk/media/Let%27s%2BTalk-%2BIslamaphobia%2Bpodcast/1_93iea7vl)
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  3. *The UK's pogroms and resurgent Islamophobia w/ Nesrine Malik*. (2024, August 18). Podcast. PTO. <https://podcasts.apple.com/us/podcast/the-uks-pogroms-and-resurgent-islamophobia-w-nesrine-malik/id1370561641?i=1000665753995> [Apple Podcasts](#)

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1. Modood, T. (2020). *Multiculturalism: A civic idea* (2nd ed.). Polity Press.
  2. Parekh, B. (2000). *Rethinking multiculturalism: Cultural diversity and political theory*. Harvard University Press.
  3. Hall, S. (1990). Cultural identity and diaspora. In J. Rutherford (Ed.), *Identity: Community, culture, difference* (pp. 222–237). Lawrence & Wishart.
  4. Cohen, S. (1972). *Folk devils and moral panics: The creation of the Mods and Rockers*. MacGibbon and Kee.

# Resource **Four**

## Further Reading

### Image Sources

1. Easton, M. (2018, June 3). *The English question: What is the nation's identity?* BBC News.  
<https://www.bbc.co.uk/news/uk-44306737>
2. Saint Mary's RC Primary Academy. (n.d.). *British values*.  
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<https://www.csmonitor.com/World/Europe/2010/0905/Why-Islamophobia-is-less-thinly-veiled-in-Europe>
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<https://nat.museum-digital.de/object/917>
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6. Wadlow, R. (2018, April 20). *The long road of Charles Maurras: Cultural regionalist to narrow nationalist*. Ground Report India.  
<https://groundreportindia.org/monthly/reports/2018/04/the-long-road-of-charles-maurras-cultural-regionalist-to-narrow-nationalist>
7. Cohen, S. (1972). *Folk devils and moral panics: The creation of the Mods and Rockers*. MacGibbon & Kee.

# Resource **Five**

## Overview

**Topic** Gendered Islamophobia

**Key Stage 5 Subject Area** AQA A-Level Sociology: Religion and gender  
AQA A-Level Politics: Feminism

**Objectives** By completing this resource, you will be able to:

- ✓ Understand how Muslim women are portrayed in the media.
- ✓ Analyse the role of the headscarf in feminist and public debates.
- ✓ Compare liberal and intersectional feminist approaches to Muslim women.

- Instructions**
1. Read the data source
  2. Complete the activities
  3. Explore the further reading
  4. Move on to Resource Six



*Note: This resource discusses sensitive topics around gendered stereotypes, Muslim women, and religious dress. Please approach with respect and openness to diverse perspectives.*

# Resource Five

## Data Source

### Section A

#### Stereotypes of Muslim Women



*This section explores how Muslim women are commonly misrepresented in Western discourse.*

Common stereotypical portrayals of Muslim women include:

- The Oppressed Woman — Lacking agency, forced to veil, and needing to be "**liberated**" by Western values.
- The Silent Victim — Associated with forced marriage, honour-based violence, or being isolated from public life.
- The Symbol of Threat — Especially post-9/11, the veiled woman becomes symbolic of a foreign, non-integrated presence in the **West**.

These portrayals ignore the diversity of Muslim women's experiences and often remove their voices from the conversation entirely.

### Section B

#### The Headscarf Debate



*This section examines how the headscarf, particularly the hijab and niqab, has become a contested symbol in public debates and media portrayals.*

- **Public Policy:**

France has banned headscarves in state schools and public institutions.

In the UK, debates about the niqab (face veil) have surfaced in Parliament and the media, often tied to integration or "British values."

- **In Media:**

Muslim women in hijabs are frequently pictured in stories about **terrorism, oppression**, or extremism — even when the story is unrelated.

# Resource **Five**

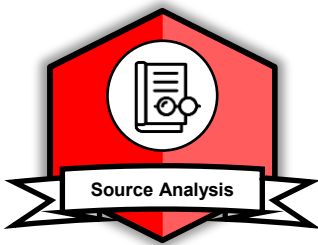
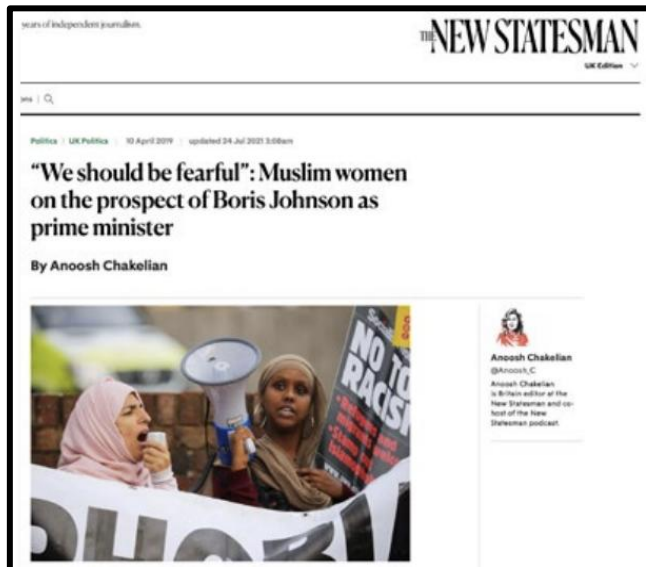
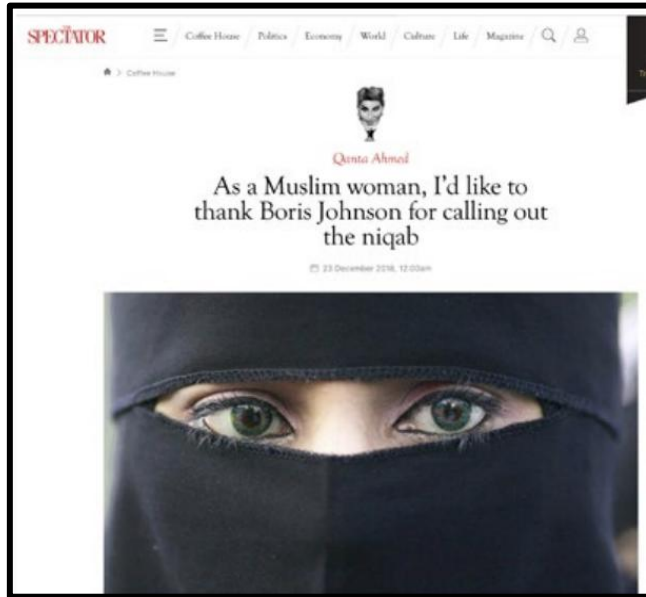
## Data Source

### Section B

#### The Headscarf Debate (continued)

News headlines often use imagery of veiled women to evoke emotional reactions or reinforce a “clash of cultures.”

Figure 5



# Resource **Five**

## Data Source & Activities

### Section C

### Feminist Perspectives

#### 1. Simone de Beauvoir

#### 2. Bell Hooks

*This section uses feminist theory to show how Muslim women are often portrayed as “Other,” and how an intersectional lens can challenge these narratives.*

In *The Second Sex*, de Beauvoir argued that “woman is made, not born”, constructed as “Other” in relation to man. In the West, Muslim women are similarly constructed as “Other”, both by men and by “modern” Western women. Muslim women are often portrayed as *passive*, waiting to be rescued, reinforcing the idea that “freedom” looks one way: Western, unveiled, **secular**.

Bell Hooks’ concept of intersectionality is vital here. She insists that gender oppression cannot be separated from race, religion, class, and history. Muslim women may face **patriarchy** within their communities, but also racism and Islamophobia from the outside. Representing them only as victims reinforces white saviourism and silences their agency. Hooks calls for centring marginalised voices, rather than speaking for them.

### Activities



#### 1. Comprehension

List three common stereotypes about Muslim women in Western discourse. What are two criticisms of the way the headscarf is discussed in policy or media?

#### 2. Thinker Application

How would Simone de Beauvoir explain how Muslim women are portrayed in the West? What would Bell Hooks say is missing from that explanation? Start by summarising each thinker’s main idea in your own words.

#### 3. Debate Prompt

“The headscarf is a symbol of oppression.”

Do you agree? Prepare one argument in favour and one against — then explain your own view, using evidence.

# Resource **Five**

## Further Reading

- Explore**
1. BBC Ideas. (n.d.). *Why some women wear the veil* [Video]. BBC. <https://www.bbc.com/ideas/videos/why-some-women-wear-the-veil/p07kx5b8>
  2. Mogahed, D. (2016, March 15). *What it's like to be Muslim in America* [Video]. TED. [https://www.ted.com/talks/dalia\\_mogahed\\_what\\_do\\_you\\_think\\_when\\_you\\_look\\_at\\_me](https://www.ted.com/talks/dalia_mogahed_what_do_you_think_when_you_look_at_me)
  3. Al Jazeera English. (n.d.). *The Stream: Muslim women, feminism and the veil* [Video]. YouTube. <https://www.youtube.com/watch?v=tiOTccVZcGU>

- References**
1. Hooks, B. (1984). *Feminist theory: From margin to center*. South End Press
  2. de Beauvoir, S. (1949). *The second sex* (H. M. Parshley, Trans.). Vintage Books. (*Original work published in French, 1949*)
  3. Tarlo, E. (2010). *Visibly Muslim: Fashion, politics, faith*. Bloomsbury Academic.
  4. Amer, S. (2014). *What is veiling?* Bloomsbury Academic.

- Image Sources**
1. Mustafa, N. (2020, December 10). *Muslim women don't need saving: Gendered Islamophobia in Europe* [Discussion paper]. Transnational Institute. <https://www.tni.org/en/publication/muslim-women-dont-need-saving>



# Resource **Six**

## Overview

**Topic** Solving Islamophobia with Multiculturalism

**Key Stage 5 Subject Area** AQA A-Level Politics: Multiculturalism  
AQA A-Level Sociology: Beliefs in society

**Objectives** By completing this resource, you will be able to:

- ✓ Understand the core principles of multiculturalism and how they relate to religious and ethnic diversity.
- ✓ Explore how multiculturalism has been used to respond to Islamophobia in Britain.
- ✓ Compare different thinkers' perspectives on cultural pluralism and integration.

**Instructions**

1. **Read the data source**
2. **Complete the activities**
3. **Explore the further reading**
4. **Move on to the Final Reflection Activity**



# Resource Six

## Data Source

### Section A

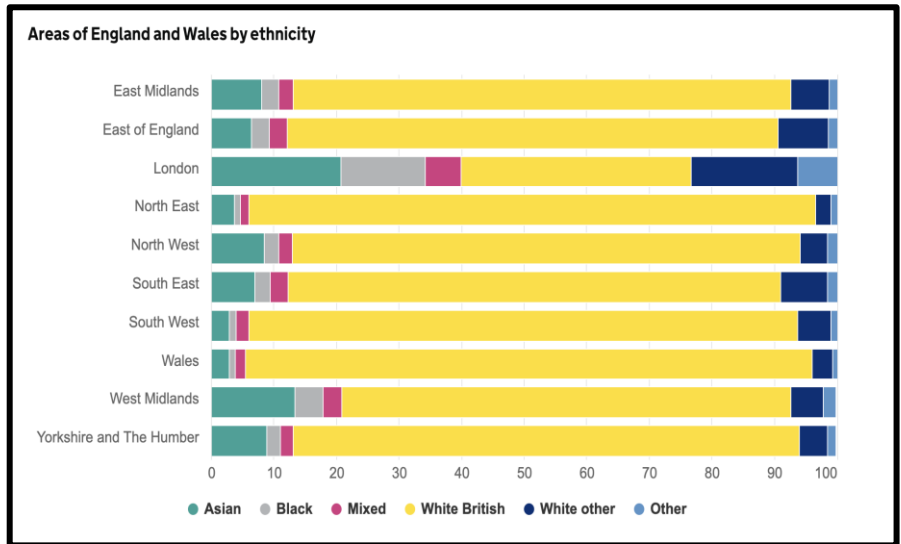
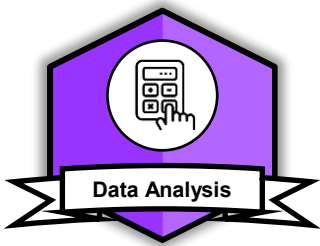
#### What is Multiculturalism?

*This section introduces multiculturalism as a response to increasing diversity, exploring its roots in British policy and its role in promoting inclusion.*

Multiculturalism is a political and social philosophy that promotes the recognition, accommodation, and celebration of cultural and religious diversity within a society. It emerged strongly in the late 20th century as a response to growing **immigration**, **post-colonial** migration, and **globalisation**. In the UK, multiculturalism became part of policy during the 1980s and 1990s, to foster cohesion without forced **assimilation**.



Figure 6



### Section B

#### Multiculturalism and Islamophobia

*This section explores competing views on multiculturalism, focusing on whether it fosters inclusion and protects minority rights or deepens social divisions.*

**Multiculturalism** was seen as a way to reduce prejudice by recognising minorities' right to live according to their cultural and religious values. However, since 9/11 and 7/7, critics claim it has "failed", allowing parallel communities to form, fostering division, or ignoring extremism.

# Resource Six

## Data Source

### Section B

#### Multiculturalism and Islamophobia (continued)



Some argue that multiculturalism has protected Muslims from assimilationist pressure and created space for faith-based schools, religious dress, and legal accommodations (e.g. **halal** food). Others claim it has shielded cultural practices from scrutiny or undermined social cohesion.



### Section C

#### What Do the Thinkers Say?

#### 1. Tariq Modood

*This section introduces key theorists who argue that recognising cultural and religious difference is essential to achieving true equality in diverse societies.*

- British sociologist and key multiculturalist.
- Argues that secular liberalism often excludes religious minorities like Muslims.
- Says multiculturalism must include recognition of religious identity, not just race or ethnicity.
- “We should not expect Muslims to hide their religion to fit in. Britishness must make room for minority faiths.”
- Modood believes that respecting difference is not about division, but about equal dignity.

# Resource **Six**

## Data Source

### Section C

### What Do the Thinkers Say? (continued)



Tariq Modood

Bhikhu Parekh

Will Kymlicka

### 2. Bhikhu Parekh



- Political theorist who chaired the 2000 Commission on the Future of Multi-Ethnic Britain.
- Advocates for cultural pluralism: different communities should share common civic values but retain cultural distinctiveness.
- “Multiculturalism must be dynamic, a dialogue between cultures, not just passive coexistence.”
- Parekh warns against both assimilation and cultural isolation. True multiculturalism requires mutual accommodation, not one-way adaptation.

### 3. Will Kymlicka



- Canadian philosopher.
- Argues for group-differentiated rights: minorities need special protections to participate in society fully.
- Without these, they face cultural erasure or unequal power.
- “Citizenship should not require cultural conformity.”
- Kymlicka sees multiculturalism as a form of justice, correcting structural inequality by acknowledging cultural difference.

# Resource **Six**

## Activities

### Activities 1. Cultural Architect

**Task:** Imagine you're designing a new multicultural city district in the UK. Your goal is to promote inclusion, respect for religious difference (including Islam), and community cohesion.

**Instructions:**

- Describe or sketch **three key features** of your city (e.g. public space design, language signs, religious accommodations, interfaith events).
- For each, explain how it reflects the ideas of one thinker: **Modood, Parekh, or Kymlicka.**
- Include a short mission statement or slogan for your district.



### 2. Letter to the Editor

**Task:** A newspaper publishes a headline: *“Multiculturalism Has Failed.”* You disagree and want to challenge it.

**Instructions:**

- Write a **200-word letter** to the editor defending multiculturalism.
- Use **one thinker’s argument** (Modood, Parekh or Kymlicka).
- Include **one UK-based example** of successful multicultural policy or practice.
- Address a potential **criticism** and respond to it.



# Resource **Six**

## Activities

Activities  
(continued)



### 3. Multiculturalism Zine Page

**Task:** Create a one-page **mini-magazine (zine)** to explain multiculturalism to a younger audience (e.g. Year 10s learning about society).

**Your zine page must include:**

- A **catchy title** and one visual or image.
- A **profile** of a key thinker (e.g. “Modood in a Minute”).

# Resource Six

## Further Reading

- Explore**
1. BBC Radio 4. (n.d.). *Is multiculturalism dead?* [Audio broadcast]. BBC Radio 4 Analysis.
  2. Greenslade, R. (2011, February 6). Multiculturalism has failed? Not really. *The Guardian*.  
<https://www.theguardian.com/commentisfree/2011/feb/06/multiculturalism-failed-david-cameron>
  3. Vox. (n.d.). *Why France banned the veil* [Video]. YouTube.  
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- References**
1. Modood, T. (2020). *Multiculturalism: A civic idea* (2nd ed.). Polity Press.
  2. Parekh, B. (2000). *Rethinking multiculturalism: Cultural diversity and political theory*. Harvard University Press.
  3. Kymlicka, W. (1995). *Multicultural citizenship: A liberal theory of minority rights*. Oxford University Press.

- Image Sources**
1. Ethnicity Facts and Figures. (2022.). *Regional ethnic diversity* [2022]. GOV.UK. <https://www.ethnicity-facts-figures.service.gov.uk/uk-population-by-ethnicity/national-and-regional-populations/regional-ethnic-diversity/latest/>
  2. Ministry of Citizenship and Multiculturalism. (n.d.). *About the ministry* [Organisational page]. Ontario.ca.  
<https://forms.mgcs.gov.on.ca/en/organization/about/ministry-of-citizenship-and-multiculturalism>

# Resource **Six**

## Further Reading

### Image Sources (continued)

3. dps2012. (2011, March 13). *How easy is it to 'be British'?* Interview with Tariq Modood. *SEN Journal: Online Exclusives*.  
<https://senjournal.wordpress.com/2011/03/13/how-easy-is-it-to-%E2%80%98be-british%E2%80%99-interview-with-tariq-modood/>
4. Parliament of the United Kingdom. (n.d.). *Official portrait of Lord Parekh* [Photograph]. UK Parliament.  
<https://members.parliament.uk/member/2545/portrait>
5. Nutt, D. (2023, December 11). *Interfaith dinner serves empathy and understanding*. **Cornell Chronicle**.  
<https://news.cornell.edu/stories/2023/12/interfaith-dinner-serves-empathy-and-understanding> Cornell Chronicle
6. Kymlicka, W. (n.d.). *Will Kymlicka* [Profile]. ResearchGate.  
<https://www.researchgate.net/profile/Will-Kymlicka>



# Final Reflection Activity

## Instructions

For the final reflection activity, you are asked to revisit the central question of this coursebook:

**How can Islamophobia be understood and challenged in Britain today?**

Choose **one format only**:

**Essay:** maximum **1000 words** (about 2 pages)

**Presentation: 6–8 slides**

Use ideas and examples from this coursebook and further research. Write in the third person (“This evidence shows...”) rather than the first person.

### Introduction

- State your overall argument clearly.
- Define Islamophobia.
- Explain how your answer is structured.

### Main Point 1: Understanding Islamophobia

- Show how Islamophobia works at individual and structural levels.
- Use examples: hate crime statistics, media headlines.
- Explain racialisation.

### Main Point 2: Causes and Drivers

- Explore historical and political factors (9/11, 7/7, Prevent).
- Explain concepts like moral panic.

### Main Point 3: Gender and Representation

- Discuss stereotypes of Muslim women and the veil.
- Compare Western feminism (de Beauvoir) with intersectionality (Hooks).

### Counter-Argument

- Present one view that Islamophobia is exaggerated or that multiculturalism has failed.
- Explain why the evidence challenges this view.

*Resource:* Greenslade (2011, *The Guardian*); Kymlicka (1995).

# Final Reflection Activity

## Instructions

### Conclusion

- Summarise your points.
- Answer the question directly: How can Islamophobia be best understood and challenged?

# Reference List



Below is a list of all the sources that were used to compile this RBC pack.

## Journal Articles

1. Abbas, T. (2004). Islamophobia in the UK: Historical and contemporary debates. *Journal of Muslim Minority Affairs*, 24(3), 297–308.  
<https://doi.org/10.1080/1360200042000296634>
2. Fekete, L. (2004). Islamophobia: The new racism? *Race & Class*, 46(4), 123–131.  
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## Books

1. Abbas, T. (2021). *Islamophobia and radicalisation: A vicious cycle*. Oxford University Press.
2. Amer, S. (2014). *What is veiling?* Bloomsbury Academic.
3. De Beauvoir, S. (1949). *The second sex* (H. M. Parshley, Trans.). Vintage Books. (Original work published in French, 1949)
4. Hooks, b. (1984). *Feminist theory: From margin to center*. South End Press.

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5. Kundnani, A. (2014). *The Muslims are coming!: Islamophobia, extremism, and the domestic war on terror*. Verso Books.
6. Kymlicka, W. (1995). *Multicultural citizenship: A liberal theory of minority rights*. Oxford University Press.
7. Modood, T. (2020). *Multiculturalism: A civic idea* (2nd ed.). Polity Press.
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12. Tarlo, E. (2010). *Visibly Muslim: Fashion, politics, faith*. Bloomsbury Academic.

## Image Sources

1. Metro. (2016, April 12). *Here's what you really need to know about British Muslims*. <https://metro.co.uk/2016/04/12/heres-what-you-really-need-to-know-about-british-muslims-5811220/>
2. Meer, N. (2019, April 2). *Islamophobia in the West*. Meer. <https://www.meer.com/en/52478-islamophobia-in-the-west>
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4. BBC News. (2016, March 26). *The Sun's UK Muslim 'jihadi sympathy' article 'misleading', Ipsos rules*. <https://www.bbc.com/news/uk-35903066>

# Reference List

## Image Sources (continued)

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<https://www.theguardian.com/uk-news/2018/dec/01/muslims-demand-full-legal-protection-from-islamophobia>
6. Magney, N. (2016, May 16). *CONTEST, Prevent, and the lessons of UK counterterrorism policy*. *Georgetown Security Studies Review*.  
<https://georgetownsecuritystudiesreview.org/2016/05/16/contest-prevent-and-the-lessons-of-uk-counterterrorism-policy/>
7. Easton, M. (2018, June 3). *The English question: What is the nation's identity?* *BBC News*.  
<https://www.bbc.co.uk/news/uk-44306737>
8. Mustafa, N. (2020, December 10). *Muslim women don't need saving: Gendered Islamophobia in Europe* [Discussion paper]. Transnational Institute.  
<https://www.tni.org/en/publication/muslim-women-dont-need-saving>

# More Subject Resources

## A Deeper Look into Politics



- Read**
1. Ethnicity Facts and Figures. (2022). *Regional ethnic diversity* [Data]. GOV.UK. <https://www.ethnicity-facts-figures.service.gov.uk/uk-population-by-ethnicity/national-and-regional-populations/regional-ethnic-diversity/latest/>
  2. Metro. (2016, April 12). *Here's what you really need to know about British Muslims*. <https://metro.co.uk/2016/04/12/heres-what-you-really-need-to-know-about-british-muslims-5811220/>
  3. Meer, N. (2019, April 2). *Islamophobia in the West*. Meer. <https://www.meer.com/en/52478-islamophobia-in-the-west>
  4. The Guardian. (2011, February 6). *Multiculturalism has failed? Not really*. <https://www.theguardian.com/commentisfree/2011/feb/06/multiculturalism-failed-david-cameron>
  5. The Guardian. (2022, March 19). *TikTok, Ukraine, and Russia: The war of disinformation*. <https://www.theguardian.com/technology/2022/mar/19/tiktok-ukraine-russia-war-disinformation>

- Watch**
1. Al Jazeera English. (2017, July 3). *The rise of Islamophobia in Europe and the UK* [Video]. YouTube. <https://www.youtube.com/watch?v=JpR8bJQyBzY>
  2. Al Jazeera English. (n.d.). *The Stream: Muslim women, feminism and the veil* [Video]. YouTube. <https://www.youtube.com/watch?v=tiOTccVZcGU>
  3. BBC Ideas. (n.d.). *Why some women wear the veil* [Video]. BBC. <https://www.bbc.com/ideas/videos/why-some-women-wear-the-veil/p07kx5b8>

# More Subject Resources

## A Deeper Look into Politics

### Watch (continued)

4. BBC Three. (2014). *My brother the terrorist* [Documentary]. BBC.
5. BBC News. (2018, November 20). *Islamophobic tweets: Thousands posted every day* [Video]. YouTube. <https://www.youtube.com/watch?v=4vtVEwbbvJI>

### Listen

1. BBCRadio 4. (n.d.). *Is multiculturalism dead?* [Audio broadcast]. BBC Radio 4 Analysis.
2. Lewis, C. J. (Host). (2024). *Interconnecting Islamophobia & Anti-Blackness in UK Prisons* [Audio podcast]. TORCH / Maslaha. <https://www.torch.ox.ac.uk/article/new-podcast-interconnecting-islamophobia>
3. Tell MAMA. (2020). *Student testimony: Experiences under Prevent* [Report]. Tell MAMA UK. <https://tellmamauk.org>
4. Tell MAMA. (2022). *Annual reports. Measuring Anti-Muslim Attacks*. <https://tellmamauk.org/>
5. Tell MAMA, & Home Office. (2017). *Anti-Muslim hate crime statistics* (p. 13). Tell MAMA UK.
6. The UK's pogroms and resurgent Islamophobia w/ Nesrine Malik. (2024, August 18). *PTO Podcast*. Apple Podcasts. <https://podcasts.apple.com/us/podcast/the-uks-pogroms-and-resurgent-islamophobia-w-nesrine-malik/id1370561641?i=1000665753995>
7. University of Edinburgh. (2022). *Let's talk: Islamophobia podcast* [Audio podcast]. University of Edinburgh. [https://media.ed.ac.uk/media/Let%27s%2BTalk-%2BIslamaphobia%2Bpodcast/1\\_93iea7v/](https://media.ed.ac.uk/media/Let%27s%2BTalk-%2BIslamaphobia%2Bpodcast/1_93iea7v/)

# More Subject Resources

## A Deeper Look into Politics

**Do** Spend a few minutes thinking about the following questions. You don't need to write them down – just reflect honestly.

- Who has the power?  
When policies like Prevent are created, whose voices are heard most? Whose voices are left out?
- What is the impact?  
Imagine being a Muslim student at school or university. How might government policies about “radicalisation” make you feel about expressing your identity?
- What would change look like?  
If you were in charge of writing policy, what one change would you make to ensure fairness and equal treatment?

Take a quiet moment to consider how political decisions connect to real human experiences, not just laws and documents.



# Study Skills, Tips & Guidance

This section includes helpful tips to help you complete this pack and improve your study skills for school.

It also includes a few fantastic, easy-to-use resources to know what to do next and where else you can look for more information on the subject.



## Helpful information you will find in this section:

1. Cornell Notes
2. Academic Terminology (keywords)
3. Academic Writing Style
4. Referencing
5. How to Evaluate Your Sources
6. Subject Guidance
7. University Guidance

**Psst! Learning these tips to improve your school skills could help you do better in exams and make assignments easier!**

**You can use the tips and web links in this section throughout your pack!**



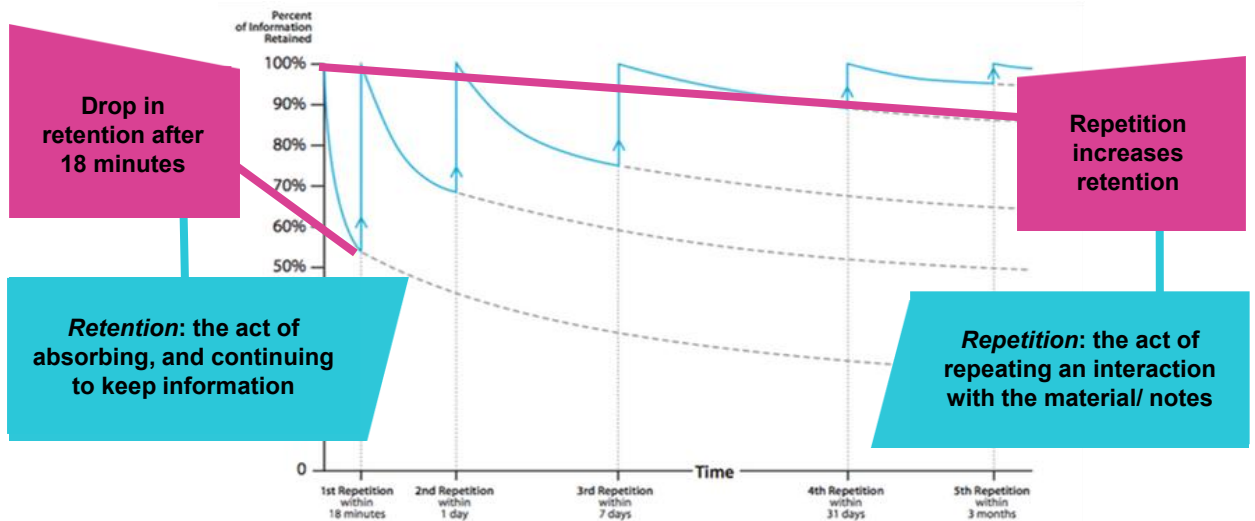
# Academic Study Skills

## Cornell Notes

### Why is good note-taking important?

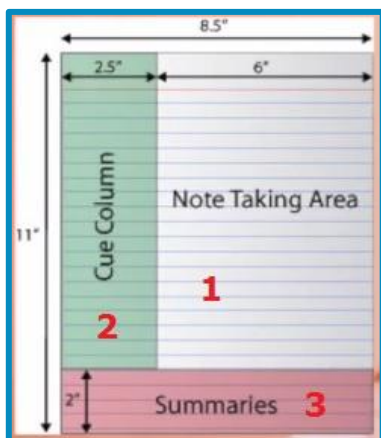
If you forget new information almost as quickly as you hear it, even if you write it down, you tend to lose nearly 40% of new information within 24 hours of first reading or hearing it.

However, if we take notes effectively, we can retain and retrieve almost 100% of the information we receive. Consider this graph on the rate of forgetting with study/ repetition:



### Learning a new system

The Cornell Note System was developed in the 1950s at the University of Cornell in the USA. The system includes interacting with your notes and is suitable for all subjects. There are three steps to the Cornell Note System.



### Step 1: Note-Taking

- 1. Create Format:** Notes are set up in the Cornell Way. This means creating three boxes like the ones on the left. You should put your name, date, and topic at the top of the page.
- 2. Write and Organise:** You then take your notes in the 'note taking' area on the right side of the page. It would be best if you organised these notes by keeping a line or a space between 'chunks'/ main ideas of information. You can also use bullet points for lists of information to help organise your notes.

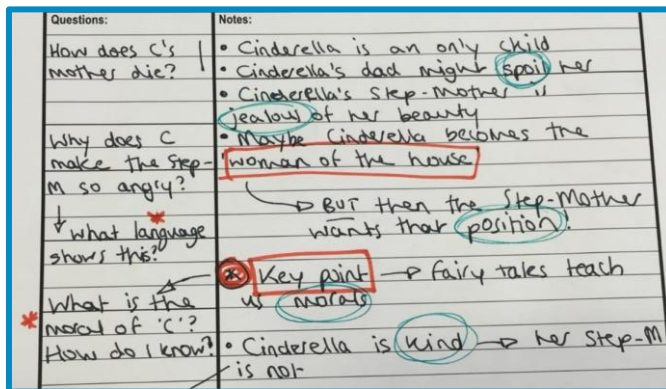
# Academic Study Skills

## Cornell Notes

### Step 2: Note-Making

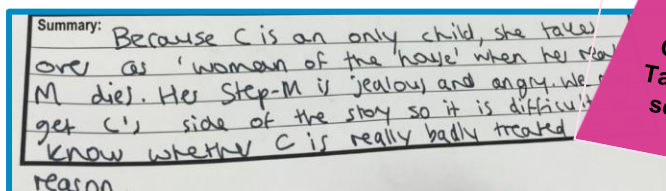
- 1. Revise and Edit Notes:** Go back to box 1, the note-taking area and spend some time revising and editing. You can do this by highlighting 'chunks' of information with a number or a colour; circling all keywords in a different colour; highlighting main ideas; adding new information in another colour.
- 2. Note Key Idea:** Go to box two on the left-hand side of the page and develop some questions about the main ideas in your notes. The questions should be 'high level'. This means they should encourage you to think deeper about the ideas. Example 'high level' questions would be:
  - Which is the most important/ significant reason for...
  - To what extent...
  - How does the (data/ text/ ideas) support the viewpoint?
  - How do we know that...

Here is an example of steps 1 and 2 for notes on the story of Cinderella



### Step 3: Note-Interacting

- 1. Summary:** Go to box three at the bottom of the page, summarise the main ideas in box one, and answer the essential questions in box 2.



Give the Cornell Note-Taking System a try and see if it works for you!

# Academic Study Skills

## Key Words

Below is a series of key terms you will come across from teachers and tutors as you go through school, especially as you enter upper secondary.

Knowing these will help you understand what you are being asked to do!

- **Analyse:** When you analyse something, consider it carefully and in detail to understand and explain it. To analyse, identify the main parts or ideas of a subject and examine or interpret the connections between them.
- **Comment on:** When you comment on a subject or the ideas in a subject, you say something that gives your opinion or an explanation.
- **Compare:** To compare things means to point out their differences or similarities. A comparison essay would involve examining the qualities/ characteristics of a subject and emphasising the similarities and differences.
- **Contrast:** When you contrast two subjects, you show how they differ when compared with each other. A contrast essay should emphasise striking differences between two elements.
- **Compare and contrast:** To write a compare and contrast essay, you would examine the similarities and differences between two subjects.
- **Criticise:** When you criticise, you make judgments about a subject after thinking about it carefully and deeply. Express your judgement concerning the correctness or merit of the factors under consideration. Give the results of your analysis and discuss the limitations and contributions of the factors in question. Support your judgement with evidence.
- **Define:** When you define something, you show, describe, or state clearly what it is and what it is like; you can also say its limits. Do not include details but do include what distinguishes it from the other related things, sometimes by giving examples.
- **Describe:** To describe in an essay requires you to give a detailed account of a subject's characteristics, properties or qualities.
- **Discuss:** To discuss in an essay, consider your subject from different points of view. Examine, analyse and present considerations for and against the problem or statement.

# Academic Study Skills

## Key Words

- **Evaluate:** When you evaluate in an essay, decide on your subject's significance, value, or quality after carefully studying its good and bad features. Similar to assess. Use authoritative (e.g. from established authors or theorists in the field) and, to some extent, personal appraisal of both contributions and limitations of the subject.
- **Illustrate:** If asked to illustrate in an essay, explain the points that you are making clearly by using examples, diagrams, statistics, etc.
- **Interpret:** In an essay that requires you to interpret, you should translate, solve, give examples, or comment upon the subject and evaluate it in terms of your judgement or reaction. Explain what your subject means. Similar to explain.
- **Justify:** When asked to justify a statement in an essay, you should provide the reasons and grounds for the conclusions you draw from the statement. Present your evidence in a form that will convince your reader.
- **Outline:** Outlining requires that you explain ideas, plans, or theories in a general way, without giving all the details. Organise and systematically describe the main points or general principles. Use essential supplementary material, but omit minor details.
- **Prove:** When proving a statement, experiment or theory in an essay, you must confirm or verify it. You must evaluate the material and present experimental evidence and/ or logical argument.
- **Relate:** To relate two things, you should state or claim the connection or link between them. Show the relationship by emphasising these connections and associations.
- **Review:** When you review, critically examine, analyse and comment on the major points of a subject in an organised manner.

Write any other keywords you come across below. Ask your teacher to explain their meaning or use a dictionary to find out.

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# Academic Study Skills

## Academic Writing Style

### What is academic writing?

'Academic writing' is a specific way of writing when communicating research or discussing a point of view. You will most often do this in essays and reports.

Academic writing has a logical structure and uses formal language. Unlike creative or narrative writing, academic writing uses different sources of information to support what is being said (see next page about various sources).

### Top Academic Writing Tips

#### Do's

- Do use words you know the meaning of and are confident using.
- Remember, words don't have to be complicated to be clear!
- Do write words out fully, e.g., do not, cannot, does not, it would.
- Use the third person point of view
- Minimise the use of informal adjectives, such as cool, amazing and wonderful.

#### Don'ts

- Do not use contractions, e.g., don't, can't, doesn't, it'd.
- Do not use public speaking phrases like "We can all agree that..." and "As I previously mentioned...".
- Do not use conversational phrases, such as 'literally' or 'basically' too often.
- Do not use slang or jargon, for example, 'awks', 'lit', 'woke'.
- Do not use words that express value judgements, e.g., crazy, ridiculous, terrible. Suitable synonyms are surprising, unjustified or distressing.



# Academic Study Skills

## Academic Writing Style

### Expressing your opinion in academic writing

In academic writing, it is best practice to express an opinion without writing in the first person.

Rather than saying, ‘In my opinion, this proves that you can express your opinion by saying:

- ‘Based on (insert fact/ theory/ finding) it shows that....’;
- ‘The graph here indicates that...’;
- ‘The aforementioned problems in Smith’s argument reveal that...’;
- ‘Such weaknesses ultimately mean that...’; and so on.

### Signposting

Signposting guides your reader through different sections of your writing. It lets those who read your writing know what is being discussed and why and when your piece is shifting from one part to another. This is crucial for clear communication with your audience.

Signposting stems for a paragraph which expands upon a previous idea	Signposting stems for a paragraph which offers a contrasting view
Building on from the idea that ... (mention the previous idea), this section illustrates that ... (introduce your new idea).	However, another angle on this debate suggests that ... (introduce your contrasting idea)
To further understand the role of ...(your topic or your previous idea), this section explores the idea that ... (introduce your new idea)	In contrast to evidence which presents the view that ... (mention your previous idea), an alternative perspective illustrates that ...
Another line of thought on ... (your topic or your previous idea) demonstrates that ...	However, not all research shows that ... (mention your previous idea). Some evidence agrees that ...

# Academic Study Skills

## Referencing

### What is a reference or referencing?

A reference is just a note in your assignment that tells your reader where particular ideas, information or opinions that you have used from another source have come from. It can be done through 'citations' or a 'bibliography'.

You must include references in your writing assignments when you get to university. As well as being academic good practice, referencing is very important because it will help you to avoid plagiarism.

Plagiarism is when you take someone else's work or ideas and pass them off as your own. Whether plagiarism is deliberate or accidental, the consequences can be severe. You must be careful to reference your sources correctly.

### Why should I reference?

#### Referencing is essential in your work for the following reasons:

- It gives credit to the authors of any sources you have referred to or been influenced by.
- It supports the arguments you make in your assignments.
- It demonstrates the variety of sources you have used.
- It helps prevent you from losing marks or failing due to plagiarism.

#### When should I use a reference?

- You should use a reference when you:
  - Quote directly from another source.
  - Summarise or rephrase another piece of work.
  - Include a specific statistic or fact from a source.





# Academic Study Skills

## Referencing

### How do I reference?

There are several different ways of referencing, but most universities use the Harvard Referencing Style. Please speak with your teacher about which style they want you to use because the most important thing is that you remain consistent!

The two main aspects of referencing you need to be aware of are:

#### 1. In-text citations

These are used when directly quoting a source. They are in the body of the work after you have referred to your source in your writing. They contain the surname of the source's author and the year it was published in brackets.

- E.g. *Daisy describes her hopes for her infant daughter, stating, "I hope she'll be a fool—that's the best thing a girl can be in this world, a beautiful little fool."* (Fitzgerald, 2004).

#### 2. Bibliography

This is a list of all the sources you have referenced in your assignment. In the bibliography, you list your references by the numbers you have used and include as much information as possible about the reference. The list below gives what should be included for different sources.

- **Websites:** Author (if possible), *title of the web page*, 'Available at:' website address, [Accessed: date you accessed it].
  - E.g. 'How did so many soldiers survive the trenches?', Available at: <http://www.bbc.co.uk/guides/z3kgjxs#zg2dtfr> [Accessed: 11 July 2019].
- **Books:** Author surname, author first initial, (year published), *title of book*, publisher
  - E.g. Dubner S. and Levitt, S., (2007) *Freakonomics: A Rogue Economist Explores the Hidden Side of Everything*, Penguin Books
- **Articles:** Author, '*title of the article*', where the article comes from (newspaper, journal, etc.), date of the article.
  - E.g. Maev Kennedy, 'The lights to go out across the UK to mark First World War's centenary', The Guardian Newspaper, 10 July 2014.

# Academic Study Skills

## Referencing

Is it a source worth citing? Use these tips to question your sources before referencing them.

- **Currency – the timelines of the information:** When was it published or posted? Has it been revised or updated? Does your topic require current information, or will older sources also work?
- **Relevancy – the importance of the information for your needs:** Does the information relate to your topic or answer your question? Have you looked at a variety of sources? Who is the intended audience?
- **Authority - the source of the information:** Who is the author/ publisher/ source/ sponsor? What are the author's credentials? Is the author qualified to write on the topic?
- **Accuracy – the reliability and correctness of the source:** Does evidence support the information? Has the information been reviewed or refereed? Can you verify whether it is a personal or professional source? Are there errors?
- **Purpose – the reason the information exists:** Does the author clarify the intentions/ purpose? Is the information fact opinion or propaganda? Are there biases? Does the viewpoint appear objective?



# Academic Study Skills

## Evaluating Your Sources

### What is a source?

When you learn new things, you might get information from different places. These places are called sources. Some sources are more reliable than others. For example, information in a textbook written by an expert is more reliable than the information in a non-expert's social media post.

How do you decide which source to use? From newspaper articles to books to tweets, this provides a brief description of each source type and breaks down the factors to consider when selecting a source.

Twitter



A platform for millions of concise messages on a variety of topics.

Blog



Blogs (e.g. WordPress) are an avenue for sharing both developed and unpublished ideas and interests with a niche community.

Youtube



A collection of millions of educational, inspirational, eye-opening and entertaining videos.

Newspaper



A reporting and recording of cultural and political happenings that keeps the general public informed. Opinions and public commentaries can also be included.

Journal



A collection of analytics reports that outline the objectives, background, methods, results and limitations of new research written for and by scholars in a niche field.

Academic book



The information presented is supported by clearly identified sources. Sometimes each chapter has a different author.

Encyclopaedia



Books or online – giving information on many different subjects. Some are intended as an entry point into research; some provide detailed information and onwards references.

Popular magazine



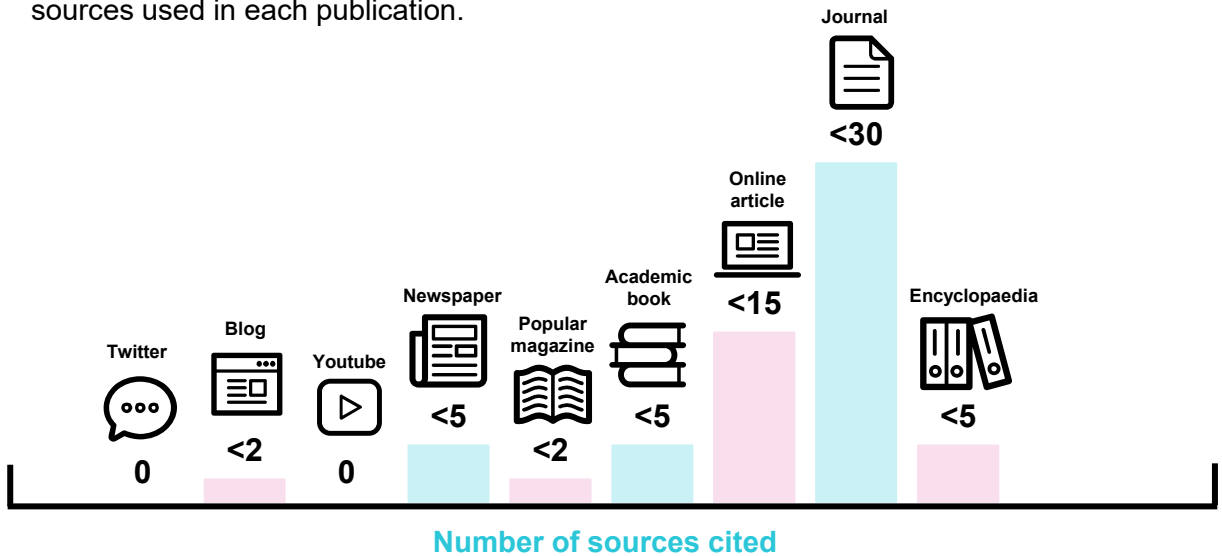
A glossy compilation of stories with unique themes intended for specific interests.

# Academic Study Skills

## Evaluating Your Sources

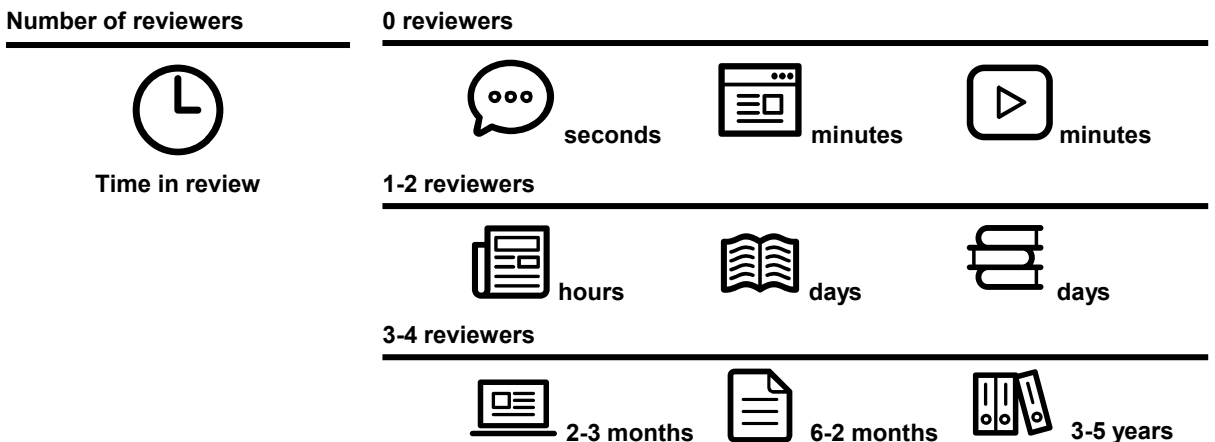
### Number of outside sources

When an author used many outside sources in their writing, they demonstrate familiarity with ideas beyond their own. As more unique viewpoints are pulled into a source, it becomes more comprehensive and reliable. This shows the typical number of outside sources used in each publication.



### Degree of review before a source is published

Two factors contribute to the amount of inspection a source receives before it might be published: the number of reviewers fact-checking the written ideas and the total time spent by reviewers as they fact-check. The more people involved in the review process and the longer the review process takes, the more credible the source is likely to be.



# What's next?

## Where can this subject take me?

### Pathways

A degree in Politics opens doors to a wide range of career options. Many graduates go on to work in government, law, international relations, and journalism. Others pursue roles in public policy, political research, or non-governmental organisations. Politics graduates are also highly sought after in fields such as consulting, finance, and corporate affairs, where understanding complex systems and strategic thinking are key. Additionally, the communication, analytical, and advocacy skills gained through a Politics degree are valuable in roles across the public, private, and third sectors.

#### Politics

- The ability to research, source, and examine information thoroughly ensures that conclusions are based on robust and credible evidence.
- The capacity to critically analyse evidence and construct coherent arguments is fundamental to roles in law, management, and advocacy.
- Excellent written and oratory skills empower you to communicate complex ideas clearly and influence a wide range of audiences.
- Teamworking skills are developed through debate and collaboration, preparing you for effective partnership in any field.
- A flexible and open-minded approach to work ensures you can adapt to new challenges, perspectives, and changing environments.
- Understanding political systems and structures provides a foundation for navigating and shaping organisations and policies at every level.
- Developing negotiation and diplomacy skills enables constructive dialogue and conflict resolution in professional and community settings.

### Read more about subject selection and career pathways

- <https://targetjobs.co.uk>
- <https://www.prospects.ac.uk>
- <https://thinkuni.org/>

# What's next?

## University Guidance

**Different people go to university for different reasons. You might have a particular job in mind or want to study a subject you are passionate about.**

**Whatever your motivations, going to university can help improve your career prospects and develop your confidence, independence and academic skills.**

### Choosing a course and university

Choosing the right course to study is important, so research the options available to you. Here are some top tips:

- You don't have to choose a course you have already studied; many courses don't require prior knowledge of the subject. You can apply skills gained from school studies to a new field.
- The same subject can be taught differently depending on your chosen course and university. Search university websites to learn more about the course content, teaching styles and assessment types.
- When choosing a university, think about what other factors are important to you. Do you want to study at a campus university or be based in a city center? What accommodation options are there? Does the university have facilities for any extracurricular activities you're involved in?
- To research your options, look at university prospectuses and websites and see if there are opportunities to speak to current students who can give you a real insight into what life is like there.



# What's next?

## University Guidance

### Exploring careers and subject options

- Find job descriptions, salaries and hours, routes into different careers, and more at <https://www.startprofile.com/>
- Research career and study choices, and see videos of those who have pursued various routes at <http://www.careerpilot.org.uk/>
- See videos about what it's like to work in different jobs and for different organisations at <https://www.careersbox.co.uk/>
- Find out what different degrees could lead to, how to choose the right course for you, and how to apply for courses and student finance at <https://www.prospects.ac.uk/>
- Explore job descriptions and career options, and contact careers advisers at <https://nationalcareersservice.direct.gov.uk/>
- Discover which subjects and qualifications (not just A levels) lead to different degrees and what careers these degrees can lead to at <http://www.russellgroup.ac.uk/media/5457/informed-choices-2016.pdf>

### Other useful resources

- <https://www.ucas.com/>
- <https://www.whatuni.com/>
- <https://www.opendays.com/>
- <https://www.thecompleteuniversityguide.co.uk/>



You may or may not have thought about studying at university.

Don't worry – you have plenty of time to think about this and explore your options if you would like to go!

# What's next?

## University Guidance

### UCAS and the university application process

All applications for UK degree programmes are made through **UCAS**. There is lots of information on the UCAS website to guide you through the process and what you need to do at each stage.

#### Apply

- Applications **open in September** the year before you plan to start university.
- You can apply for up to **five courses**.
- The deadline for most courses is **15 January**, though there is an earlier deadline of **15 October** for Oxford and Cambridge, medicine, veterinary medicine/science and dentistry.

#### Decisions

- Some courses may require an interview, portfolio or admissions test in addition to a UCAS application. Check individual university website details.
- Check UCAS Track which will be updated with decisions from the universities you have applied for, and to see your deadline for replying to any offers.
- You should choose a firm (or first) choice university and an insurance choice. If you already have your exam results or a university thinks your application is particularly strong, you might receive an **unconditional offer**.

#### Results

- If you're holding a conditional offer, then you will need to wait until you receive your exam results to have your place confirmed.
- Clearing & Adjustment allows you to apply to courses which still have vacancies if you didn't meet the conditions of your offer, have changed your mind about what or where you want to study, or have met and exceeded the conditions of your offer and would like to look at alternate options.

### Personal statements

An important part of your application is the personal statement. The personal statement allows you to tell universities why they should offer you a place.

Here are a few top tips for making your personal statement stand out:

- You can only submit one personal statement, so it's important that you are consistent in your course choices. Make sure you have done your research to show your understanding of the subject area and your passion for it.



# What's next?

## University Guidance

### Personal Statement (cont.)

- Start by brainstorming all your skills, experience and attributes. Once you have everything written down, you can begin to be selective – you only have 47 lines so won't be able to include everything.
- The ABC method: action, benefit and course can be a useful way to help demonstrate your relevant experience and how it applies to the course you're applying for.

### Personal Statement do's and don'ts

Read the tips below from real life professors and admissions staff in university Science departments, on the 'do's' and 'don'ts' of what to include in your personal statement.

#### Science

- Tell us why you want to study Science.
- What area of Science fascinates you?
- Demonstrate your interest by telling us what you have recently read, watched or listened to and how they helped your understanding of Science.
- Describe how your school or individual work has equipped you with the necessary knowledge and ability to be a successful Science student.

### Other useful resources

- An easy template to start practising your personal statement:  
<https://www.ucas.com/sites/default/files/ucas-personal-statement-worksheet.pdf>
- Untangle UCAS terminology at <https://www.ucas.com/corporate/about-us/who-we-are/ucas-terms-explained>
- Discover more about the application process including when to apply and how to fill in your application on the [UCAS website](#).
- Read more useful advice about what to include in your personal statement on [UCAS, the Complete University Guide](#) and [The UniGuide](#).

# Insight into the University of Cambridge

The University of Cambridge and its Colleges are committed to widening participation to higher education. Hundreds of outreach initiatives and events are run each year both in Cambridge and in schools and colleges across the UK.

## Outreach Projects

### neaco

The Network for East Anglian Collaborative Outreach (neaco) delivers activities across East Anglia to help students in Years 9-13, with little or no experience of university, to explore the world of higher education. [Find out more.](#)

## (Pre-16 Team Projects)

### Insight Discover

Insight Discover is a programme that students follow from Year 7 to Year 8, which aims to develop key academic skills to support them in their academic work. In addition, the programme introduces students to university and the options which are available to them in the future. [Find out more.](#)

### Insight Explore

Insight Explore is an academic programme which aims to develop participants interests and tackle the barriers many students face when applying to university. [Find out more.](#)

### Realise

The Realise project's aim is to encourage more young people in care to consider higher education. We run a large number of events ranging from science days to theatre days to give a taste of life as a student at Cambridge. [Find out more.](#)



# Insight into the University of Cambridge

## Post-16 Team Projects)

### HE+

HE+ is a collaboration between the University of Cambridge's Admissions Office and Colleges, and state schools/colleges across the UK. The University and schools across 20 regions collaborate to form regional consortia to support high-achieving students from underrepresented areas and backgrounds, involving approximately 4,000 Year 12 students each year. [Find out more.](#)

### Sutton Trust Summer Schools

Sutton Trust Summer Schools are free, subject-specific residential courses for Year 12 students studying at state-maintained schools in the UK. The five-day summer schools in July and August allow students to explore their interest in one of 26 subjects and gain an insight into what it is like to live and study as a first-year undergraduate student at Cambridge. [Find out more.](#)

### Think Cambridge

Think Cambridge is a series of webinars aimed at inspiring Year 10, 11, and 12 students, as well as international and mature students, to consider applying to the University of Cambridge. [Find out more.](#)

### Apply Cambridge

Apply Cambridge is a specialist, free programme designed to support highly able students from underrepresented backgrounds and areas in making successful applications to the University of Cambridge. We work with students every step of the way over a 6-month period, helping them navigate the process and effectively prepare for the Cambridge application. [Find out more.](#)

### STEM SMART

STEM SMART is a free, 17-month programme to support students in raising their attainment at school and developing their confidence to apply to study physical sciences and engineering at top universities. [Find out more.](#)

# access ed

[www.access-ed.ngo/coursebooks-partner/university-of-readings](http://www.access-ed.ngo/coursebooks-partner/university-of-readings)



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