



HILLCREST SIXTH FORM



The Basics

Exam board and course information

AQA A Level History with subject options 1H (Tsarist and Communist Russia) and 2S (The Making of Modern Britain).

aqa.org.uk/subjects/history/as-and-a-level

Equipment

Students of subject are expected to bring the following to every lesson:

- An A4 folder per module, which is to be kept well organised using file dividers (or a large, e.g. lever arch, folder to combine both)
- A4 lined paper to make notes on
- Pen, pencil, highlighter and ruler
- Preferable: a range of colours (felts, fine-liners, pencils or highlighters)

What you can expect in this course

- Interesting lessons
- A range of resources to help you learn effectively and stay organised
- Lots of opportunity to share your ideas and challenge each other
- Homework tasks which help you to progress
- Clear recommendations for independent study, including an online drive of articles
- Support when you need it
- Excellent exam preparation

Expectations of all students

- Excellent attendance and punctuality
- A positive attitude and good concentration in lessons
- Turning up fully-equipped to all lessons
- Homework completed on time and to the best of your ability; any homework completed on a computer should be printed by you *before* the lesson unless you are given directions to the contrary.
- Taking on board feedback you are given and using it to improve your work
- Constant review and revision throughout the course
- Wider reading: you will not be successful without it. You should track this in your Independent Study Log. At least 5 lots of further reading/watching/listening per week, at least three of which should be from academic history sources.
- It is expected that you spend approximately 3-5 hours per week working on this subject outside lessons, through a mixture of homework and self-directed study. There are suggestions for self-directed study in this booklet.

Remember: there is a direct relationship between your effort and your final grade.

In short, we expect 100% commitment. You will be treated like a young adult in lessons and you are expected to behave like one: with maturity, conscientiousness, politeness and common sense.

Subject content

Unit 1: Tsarist and Communist Russia 1855-1964

You will study breadth issues of change, continuity, cause and consequence in this period through the following key questions: How was Russia governed and how did political authority change and develop? Why did opposition develop and how effective was it? How and with what results did the economy develop and change? What was the extent of social and cultural change? How important were ideas and ideology? How important was the role of individuals and groups and how were they affected by developments? You will be assessed by a mixture of essays and interpretation analysis.

Unit 2: The Making of Modern Britain 1951-2007

This option provides for the study in depth of the key political, economic, social and international changes which helped to mould Britain in the second half of the 20th century. It explores concepts such as government and opposition, class, social division and cultural change. It encourages students to reflect on Britain's changing place in the world as well as the interrelationship between political policies, economic developments and political survival. You will be assessed by a mixture of essays and source analysis.

Unit 3: NEA

You will be guided to make a choice of topic, covering anything pre-1800. You will produce an essay covering change and continuity over a 100-year period, including analysis of at least two contrasting interpretations and at least three primary sources.

Unit 1H: Tsarist and Communist Russia, 1855-1964

Part One: Autocracy, Reform and Revolution: Russia, 1855–1917

Trying to preserve autocracy, 1855–1894

- ❑ Political authority and the state of Russia: autocracy; the political, social and economic condition of Russia in 1855 and the impact of the Crimean War
- ❑ Political authority and attempts at reform: Alexander II; emancipation of the serfs and attempts at domestic and military reform
- ❑ Government and Tsars: Alexander II and Alexander III as rulers; attitudes to and imposition of autocracy; key developments
- ❑ Political authority in action: Russification; treatment of ethnic minorities and Jews
- ❑ Opposition: ideas and ideologies; individuals; liberals and radical groups and the Tsarist reaction
- ❑ Economic and social developments: industrial developments and the land issue; social divisions; nobles, landowners and position of the peasantry; the cultural influence of the Church

The collapse of autocracy, 1894–1917

- ❑ Political authority, government and Tsar; Nicholas II as ruler: political developments to 1914; 1905 Revolution; Duma government
- ❑ Economic developments to 1914: industrial and agricultural growth and change
- ❑ Social developments to 1914: change and conditions of working and living in towns and countryside; social divisions; cultural changes
- ❑ Opposition: ideas and ideologies, liberalism, socialism; Marxism; individuals and radical groups
- ❑ Political authority, opposition and the state of Russia in wartime: the political, economic and social problems of wartime; opposition and the collapse of autocracy; the political developments of 1917
- ❑ Political authority, opposition and government: the Bolshevik takeover and the establishment of Bolshevik government by December 1917; opposition

Part two: the Soviet Union, 1917–1964

The emergence of Communist dictatorship, 1917–1941

- ❑ Political authority and government: new leaders and ideologies; Lenin's Russia, ideology and change; Stalin's rise, ideology and change
- ❑ Political authority and government: the consolidation of Bolshevik authority and development of the Stalinist dictatorship
- ❑ Economic developments: Lenin's decrees; the Stalinist economy; collectivisation and the Five Year Plans
- ❑ Social developments: effect of Leninist/Stalinist rule on class, women, young people, religion and national minorities; propaganda and cultural change
- ❑ Opposition: faction; the Red Terror and the purges
- ❑ The political, economic and social condition of the Soviet Union by 1941

The Stalinist dictatorship and reaction, 1941–1964

- ❑ Political authority, opposition and the state of Russia in wartime: the political, economic and social impact of war; effect on Stalin, government and 'the people'
- ❑ Political authority and government to 1953: High Stalinism; the revival of terror; destruction of 'supposed' opposition and cult of personality; the power vacuum on Stalin's death
- ❑ Political authority and government: Khrushchev's rise to power; policies and ideology; de-Stalinisation; political and party change
- ❑ Economic and social developments: changes in industrial organisation from Stalin to Khrushchev; agriculture and the Virgin Lands scheme; social and cultural change from Stalin to Khrushchev
- ❑ Opposition: cultural dissidents; communist divisions; hardliners and reformers; opponents of Khrushchev and his fall from power
- ❑ The political, economic and social condition of the Soviet Union by 1964

Unit 2S: The Making of Modern Britain, 1951-2007

Part One: Building a New Britain, 1951–1979

The Affluent Society, 1951–1964

- ❑ Conservative governments and reasons for political dominance: Churchill, Eden, Macmillan and Home as political leaders; domestic policies; internal Labour divisions; reasons for Conservatives' fall from power
- ❑ Economic developments: post-war boom; balance of payments issues and 'stop-go' policies
- ❑ Social developments: rising living standards; the impact of affluence and consumerism; changing social attitudes and tensions; class and 'the Establishment'; the position of women; attitudes to immigration; racial violence; youth culture
- ❑ Foreign relations: EFTA and attempts to join the EEC; relations with and policies towards USA and USSR; debates over the nuclear deterrent; Korean War; Suez; the 'Winds of Change' and decolonisation

The Sixties, 1964–1970

- ❑ Wilson and the Labour governments: Wilson's ideology and leadership; economic policies and problems; devaluation; industrial relations; the trade unions; other domestic policies; Labour divisions; the beginning of the 'troubles' in Northern Ireland; the end of post-war consensus; loss of 1970 election
- ❑ Liberal reforming legislation: private members' bills and the end of capital punishment; divorce reform; the legalisation of abortion; the legalisation of homosexual relations; educational reform
- ❑ Social and cultural change: the expansion of the mass media; growth in leisure activities; the impact of scientific developments; the reduction in censorship; progress towards female equality; changes in moral attitudes; youth culture and the 'permissive society'; anti-Vietnam war riots; issues of immigration and race
- ❑ Relations with and policies towards USA, particularly issue of Vietnam; response to world affairs and relations with Europe; decolonisation including 'withdrawal East of Suez' and Rhodesia.

The end of Post-War Consensus, 1970–1979

- ❑ Heath's government: Heath as leader; political and economic policies; industrial relations and the miners' strikes; the 'troubles' in Northern Ireland, including the Sunningdale Agreement
- ❑ Labour governments of Wilson and Callaghan: political, economic and industrial problems and policies; problems of Northern Ireland
- ❑ Society in the 1970s: progress of feminism; the Sex Discrimination Act; race and immigration; youth; environmentalism
- ❑ Britain's entry into and relations with Europe; the state of the 'special relationship' with USA; attitudes to USSR and China

Part Two: Modern Britain,– 1979-2007

The impact of Thatcherism, 1979–1987

- ❑ The Thatcher governments: Thatcher as leader, character and ideology; ministers; support and opposition; electoral success; internal Labour divisions and the formation of the SDP; Northern Ireland and the troubles
- ❑ Thatcher's economic policies and their impact: monetarism; privatisation; deregulation; issues of inflation, unemployment and economic realignment
- ❑ Impact of Thatcherism on society: sale of council houses; miners' strike and other industrial disputes; poll tax; extra-parliamentary opposition
- ❑ Foreign Affairs: the Falklands; the 'special relationship' with USA; moves to end the Cold War; Thatcher as an international figure; attitudes to Europe, including Thatcher's policies; divisions within the Conservative Party over Europe

Towards a new Consensus, 1987–1997

- ❑ Fall of Thatcher and her legacy; Major as leader; economic developments, including 'Black Wednesday' and its impact; political sleaze, scandals and satire; political policies; approach to Northern Ireland; Conservative divisions
- ❑ Realignment of the Labour Party under Kinnock, Smith and Blair; reasons for Labour victory in 1997
- ❑ Social issues: the extent of 'social liberalism'; anti-establishment culture; the position of women and race-relations
- ❑ Foreign affairs: relations with Europe, including the impact of the Single European Act and Maastricht Treaty; interventions in the Balkans; contribution and attitude to the end of the Cold War

The Era of New Labour, 1997–2007

- ❑ The Labour governments: Blair as leader, character and ideology; constitutional change; domestic policies; Brown and economic policy; Northern Ireland and the Good Friday Agreement
- ❑ The Conservative Party: leaders and reason for divisions; reason for electoral failures in 2001 and 2005
- ❑ Social issues: workers, women and youth; the extent to which Britain had become a multicultural society
- ❑ Foreign affairs: attitudes to Europe; the 'special relationship' with USA; military interventions and the 'war on terror'; Britain's position in the world by 2007

Unit 3: Historical Investigation

This is your coursework unit. Your historical investigation must focus on a topic pre-1800 and focus on a debate in the context of 100 years. There will be a taught course focusing on how to approach sources and interpretations, followed by a lot of independent work and writing.

Study Skills

You can also find detail about study skills in your study skills booklet.

Being analytical in History

Thinking analytically is an important skill in History and is assessed in your A Level course. Throughout the course you will need to think analytically about a range of sources, interpretations and concepts.

- **Narration/description** is all the stuff of when? Who? Where? and What? This is your subject knowledge.
- **Analysis** focuses on why? To what effect? Why then and not before? Why was that more than that?

How can I be analytical in my work?

- **Make links.** Where there are factors or themes within paragraphs, get them to compare the factors/themes together and assess relative significance/convincingness
- **Have strong arguments/judgements** in your introduction and conclusion. Your introduction will acknowledge other factors or arguments, but also make a clear case as to which factor(s) or arguments are most significant or convincing from the start and hopefully, sustain that throughout.
- **Go beyond just identifying** change/continuity or similarity/difference. Very good essays will not only be able to say what has changed and continued for example, but be able to explain why and the impact this had.
- **Bring in counterarguments and judgements.** Counter arguments do not need to be throughout the essay, but they serve as an effective way for the student to demonstrate both analysis and judgement.

Study tip: Try going through a practice essay that you have completed with two colours – highlight or underline analysis in one colour, and description in another. This will help you to visualise where you could include more analysis in your answers.

How should I revise for History?

Retrieval Practice

This is a learning strategy that aims to pull information from your memory. This usually involves recalling information you have previously studied.

- Try creating flash cards from your notes
- Try regularly quizzing yourself to check your knowledge of a previous topic from a while ago

Knowledge Organisers

Your knowledge organiser contains the *basic information* you need to know to pass your exams. You should learn the content on your KO.

- Try creating your own version of the knowledge organiser as a revision task. This could incorporate dual coding
- Quiz yourself on key dates and key words (look, say, cover, write, check)

Dual Coding

Turning text into images, symbols or diagrams. These are mental aids to help your learning as you have verbal and visual information at the same time.

- Try summarising your History notes into images and key words to help you remember the content

Self-Quizzing

Self-quizzing means testing yourself on your subject knowledge.

- Try writing your own quizzes using your knowledge organiser or based on your class notes
- You could swap quizzes with your classmates

Videos and Podcasts

Visual aids can be really helpful for revision. Search YouTube, BBC iPlayer and Netflix for some helpful revision videos, documentaries and video lectures. Podcasts are easy to listen to whilst doing something you enjoy such as sport or drawing. See the 'read, watch, do, listen' section for some recommendations.

Scheme of Work

This is an approximate outline only.

	Unit 1	Unit 2	Unit 3
Year 12 Autumn Term	Part One: Autocracy, Reform and Revolution: Trying to preserve autocracy, 1855-1894	Part One: Building a New Britain: The Affluent Society and The Sixties, 1951-1970	Introductory course: approaching sources and interpretations
Year 12 Spring Term	Part One: Autocracy, Reform and Revolution: The collapse of autocracy, 1895-1917	Part One: Building a New Britain: The Sixties and the end of Post-War Consensus, 1964-1979	Research primary sources and historical interpretations on your topic
Year 12 Summer Term	Revision, consolidation, end-of-year exam, outline and preparation work for Part Two.	Revision, consolidation, end-of-year exam, outline and preparation work for Part Two.	Deciding question focus; independent research; writing excerpts
Year 13 Autumn Term	Part Two: The Soviet Union: The emergence of Communist dictatorship, 1917-1941	Part Two: Modern Britain: The impact of Thatcherism and Towards a New Consensus, 1979-1990	Hand in first draft; further research; refine drafts
Year 13 Spring Term	Part Two: the Soviet Union: The Stalinist dictatorship and reaction, 1941-1964	Part Two: Modern Britain: Towards a New Consensus and the Era of New Labour, 1990-2007	Hand in final draft
Year 13 Summer Term	Revision, consolidation and examination preparation	Revision, consolidation and examination preparation	N/A

Assessment

Your final grade in this subject will come from two examinations taken at the end of Year 13 and a coursework essay.

Unit 1 exam <i>Tsarist and Communist Russia</i>	2h 30m Taken at the end of Year 13	40% of your final grade
Unit 2 exam <i>The Making of Modern Britain</i>	2h 30m Taken at the end of Year 13	40% of your final grade
Unit 3: non-examined assessment <i>Historical investigation</i>	~4500 word essay, researched and written throughout Y12/Y13	20% of your final grade

Assessment objectives

AO1	Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.	AO1 is assessed in Unit 1, Unit 2 and Unit 3
AO2	Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.	AO2 is assessed in Unit 2 and Unit 3
AO3	Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted	AO3 is assessed in Unit 1 and Unit 3

Throughout the course, you will be assessed in the following ways:

- Knowledge quizzes
- Practice essays
- Source analysis questions
- Interpretation analysis questions
- End of unit assessments, which will combine source and interpretation analysis with essay questions

Essays: Russia

Date	Title	Mark	Improvement focus

Interpretation analyses: Russia

Date	Title	Mark	Improvement focus

Essays: Britain

Date	Title	Mark	Improvement focus

Source analyses: Britain

Date	Title	Mark	Improvement focus

Useful resources and taking your work further

With Sixth Form studies, there is no such thing as “finished all your work”.

Read, Watch, Do, Listen – The Making of Modern Britain Year 12 (1951-1979)

☼ Available to borrow from the Sixth Form Library

<p>Read</p>	<p>Academic books: <i>A History of Modern Britain</i>, Andrew Marr ☼ <i>Britain Since 1945: The People’s Peace</i>, Kenneth O Morgan ☼ <i>Six Moments of Crisis</i>, Gill Bennett ☼ (foreign policy) <i>State and Society: A Social and Policial History of Britain Since 1870</i>, Martin Pugh ☼ <i>The Prime Minister: The Office and its Holders Since 1945</i>, Peter Hennesy ☼ <i>From New Jerusalem to New Labour</i>, Vernon Bogdanor ☼ <i>The Ideas that Shaped Post-War Britain</i>, David Marquand and Anthony Seldon ☼ <i>Crisis? What Crisis? Britain in the 1970s</i>, Andrew W Turner ☼ <i>British Foreign and Defence Policy Since 1945</i>, Robert Self ☼</p> <p>Articles: A range of relevant <i>History Today</i> articles is available on the Google Drive</p> <p>Fiction: All of these books were written during the course and reflect in some way the society they were written in. Think or read about what they tell you about the society they were produced in. <i>Lucky Jim</i> by Kingsley Amis (1954)– one of the ‘Angry Young Men’ literary movement <i>Lord of the Flies</i> by William Golding (1954) <i>The Prime of Miss Jean Brodie</i> by Muriel Spark (1961) <i>A Clockwork Orange</i> by Anthony Burgess (1962)</p> <p>News and comment: Any good-quality newspaper, e.g. The Guardian, The Times, The Independent, The I, The Economist</p>
<p>Watch</p>	<p>Documentaries/lectures: <i>A History of Modern Britain</i> – Andrew Marr ☼ Vernon Bogdanor’s lectures for Gresham College https://www.youtube.com/playlist?list=PLU3TaPgchJtQDcBVdJ24qKjG7kNJVDi_z Dominic Sandbrook: Britain at the start of the 70s https://www.youtube.com/watch?v=IOhkaGTTO_8</p> <p>News and comment: Any good-quality news programme, e.g. BBC News, Channel 4 News, Sky News, ITV News Question Time – BBC Programme</p> <p>Drama <i>The Crown</i> – available on Netflix, about Elizabeth II’s reign (new season coming soon!) <i>Thirteen Days</i> – film about the Cuban Missile Crisis <i>The Iron Lady</i> – about Margaret Thatcher <i>Call the Midwife</i> – available on Netflix, a good insight into society in a poor part of London in the 1950s-60s <i>A Taste of Honey</i> – 1958 play covering themes of race, unmarried mothers and homosexuality</p>
<p>Do</p>	<p>Museums: Birmingham Museum and Art Gallery – “Birmingham, its People and History”, 3rd floor, post-WWII section Museum of London – 20th century section</p> <p>Other: Visit the Houses of Parliament https://www.parliament.uk/visiting/</p>
<p>Listen</p>	<p>News and comment <i>Today</i>, Monday-Friday 6-9 am on Radio 4 <i>The World Tonight</i>, Monday-Friday 10-10:45pm on Radio 4 <i>Political Thinking</i>, Nick Robinson’s podcast, available on BBC Sounds and Radio 4</p> <p>Music linked to subcultures:</p> <ul style="list-style-type: none"> • Teddy Boys (early 1950s): Lonnie Donegan, Elvis Presley, Bill Haley • Mods (late 1950s/1960s): Miles Davis, Charlie Parker, Dave Brubeck, Prince Buster, The Kinks, The Who • Rockers (late 1950s/1960s): The Rolling Stones, Eddie Cochran, Gene Vincent, Bo Diddley • Skinheads and rudies (1960s): ska (e.g. Madness, The Beat, The Specials), reggae (e.g. Bob Marley) • Punks (1970s): Buzzcocks, Ramones, New York Dolls, The Velvet Underground, The Sex Pistols • New Romantics (1970s/1980s): David Bowie (arguably), Duran Duran, Spandau Ballet, Culture Club <p>Factual history programmes <i>In Our Time</i>, <i>Politics in the 20th century</i> https://www.bbc.co.uk/programmes/p005456z <i>Reflections</i>, Peter Hennesy https://www.bbc.co.uk/programmes/b04fd8md/episodes/player?page=1</p>

Read, Watch, Do, Listen – Tsarist and Communist Russia 1855-1964

⚙ Available to borrow from the Sixth Form Library

<p>Read</p>	<p><i>Academic books:</i> <i>A People's Tragedy</i>, Orlando Figes <i>Lenin on the Train</i>, Catherine Merridale <i>October, The Story of Revolution</i>, China Miéville <i>One Day in the Life of Ivan Denisovich</i>, Aleksandr Solzhenitsyn <i>Revolutionary Russia 1891-1991</i>, Orlando Figes <i>Russia in Flames</i>, Laura Engelstein <i>The Last of the Tsars</i>, Robert Service <i>The Russian Revolution: A Very Short Introduction</i>, S.A Smith</p> <p><i>Articles:</i> A range of relevant <i>History Today</i> articles is available on the Google Drive Explore the <i>History Extra</i> website https://www.historyextra.com/</p> <p><i>Fiction:</i> All of these books were written during the course or reflect in some way the society they are about. <i>A Gentleman in Moscow</i>, Amor Towles <i>Anna Kerenina</i>, Leo Tolstoy <i>Doctor Zhivago</i> Boris Pasternak <i>The Master and Margarita</i>, Mikhail Bilgakov <i>War and Peace</i>, Leo Tolstoy</p> <p>Revision guide: <i>Oxford AQA History A Level: Tsarist and Communist Russia 1855-1964 (Revision Guide)</i>, M. Haynes</p>
<p>Watch</p>	<p><i>Documentaries/lectures:</i> Brown University, The Choices Programme video lectures on the Russian Revolution https://www.choices.edu/curriculum-unit/the-russian-revolution/</p> <p><i>Empire of the Tsars</i>, Lucy Worsley (BBC) available on YouTube <i>Russian Revolution</i>, available on Netflix <i>The Russian Revolution</i> (BBC), available on YouTube https://www.youtube.com/watch?v=zXHybEb4b_o&t=1412s</p> <p>Gresham College Lectures Karl Marx, https://www.gresham.ac.uk/lectures-and-events/karl-marx-200-years-on The February Revolution, https://www.gresham.ac.uk/lectures-and-events/the-february-revolution-in-russia Stalin, https://www.gresham.ac.uk/lectures-and-events/the-fate-of-the-october-revolution-under-stalin USSR after Stalin, https://www.gresham.ac.uk/lectures-and-events/the-ussr-in-the-cold-war-years</p>
<p>Do</p>	<ul style="list-style-type: none"> • Explore the works of Lenin on www.marxists.org/archive/lenin • Browse examples of Russian propaganda on www.bl.uk/russian-revolution/articles/propaganda-in-the-russian-revolution • Explore resources at the <i>British Library</i> https://www.bl.uk/russian-revolution • Create your own glossary of new terms • Create your own version of your knowledge organiser • Use <i>BBC Bitesize</i> to consolidate your knowledge https://www.bbc.co.uk/bitesize/topics/zj72pv4
<p>Listen</p>	<p><i>Podcasts:</i> BBC in Our Time - <i>Tsar Alexander II's assassination</i> BBC in Our Time - <i>The Emancipation of the Serfs</i> BBC in Our Time – <i>Lenin</i></p> <p>Witness History: <i>The Russian Revolution</i> https://www.bbc.co.uk/programmes/p0104gj7 The History Hour: <i>The Bolsheviks Take Control</i> https://www.bbc.co.uk/programmes/w3cvsstw Great Lives: <i>Grigori Rasputin</i> https://www.bbc.co.uk/programmes/b01phgjs</p> <p>Revolutions Podcast: <i>Bloody Sunday, The SRs, Bolsheviks and Mensheviks, Nicky and Alix, The Tsar Liberator</i> https://www.revolutionspodcast.com/</p>