

BISHOP WORDSWORTH'S SCHOOL



HISTORY DEPARTMENT

'A'-LEVEL MODERN HISTORY

STUDENT GUIDE 2019-20



History is a dynamic subject and you will benefit from and enjoy your courses to the maximum extent if you respond with similar enthusiasm and application. As a historian you will:

- **be curious about the past**
- **be interested in its ever-changing relationship with the present**
- **be eager to know more about past individuals, societies, ideas, cultures, politics and economics**
- **really enjoy exploring these through reading, thinking and writing**

The courses enable you to study history in breadth as well as in depth, to develop expertise in various skills (general as well as historical) and to acquire and demonstrate knowledge and understanding of the periods studied.

You will study:

- significant events, individuals and issues;
- a range of historical perspectives;
- the diversity of society;
- the history of more than one country or state;
- a substantial element of English history;
- continuity and change over a period of time.

The aims of the courses are for you to:

- develop a coherent knowledge of the past – both within and across the topics chosen;
- develop and apply understanding of historical concepts – including explanation, evidence, interpretations and significance;
- develop the techniques of critical thinking in a historical context – and the skills necessary to analyse and solve historical problems;
- develop critical awareness of a range of historical dimensions – conditional and contingent, synchronic and diachronic;
- develop the ability to communicate historical arguments and conclusions clearly and succinctly with reference to appropriate historical terminology.

The change from GCSE to A level is quite significant. You need to find ways through the reading and the work which will suit you. Be patient. Don't expect to go from GCSE standard to A level straight away. You need to build up the skills with time.

How is the course structured?

In your first year you will study two units:

1H Tsarist and Communist Russia, 1855–1964

This option allows students to study in 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?

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

2S 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.

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; the emergence of the 'teenager' and 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

In your second year you will study two units alongside writing coursework.

1H Tsarist and Communist Russia, 1855–1964

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- 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?

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

2S 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.

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
- 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
- Protest and division: Northern Ireland and the troubles; attitudes to Europe, including Thatcher's policies; divisions within the Conservative Party
- Foreign Affairs: the Falklands; the 'special relationship' with USA; moves to end the Cold War; Thatcher as an international figure

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 Single European Act and Maastricht Treaty ; interventions in the Balkans; contribution and attitude to the end of the Cold War
- 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

You will be expected to demonstrate an understanding of key historical terms and concepts relevant to the period studied. You will be expected to be able to recall, select and deploy appropriate knowledge and communicate this clearly and effectively. You will be expected to demonstrate abilities to explain assess and analyse and to consider the relationships between key features and relationships of the periods that are studied.

Coursework

Alongside these units, you will be completing one piece of source-based coursework in the first term. Single lessons in the first half term will be given over to teaching you the skills you will need, checking you have chosen relevant material and setting you mini-deadlines to help you structure how you work. You will be expected to keep reading logs and helpful material can be found using the **Student resources button** on the BWS website. Our chosen topic is The Crusades; there is plenty of reading material about, as well as television and internet programmes, and you will be given support and guidance.

How it is assessed:

3000–3500 words
40 marks
20% of A-level
marked by teachers
moderated by AQA

Students must not:

- submit work that is not their own
- lend work to other students
- allow other students access to, or use of, their own independently-sourced source material
- include work copied directly from books, the internet or other sources without acknowledgement
- submit work that is word-processed by a third person without acknowledgement
- include inappropriate, offensive or obscene material.

These actions constitute malpractice and a penalty will be given (for example, disqualification).

Your teachers will provide you with a checklist to make sure you stay on top of things, but this is really your chance to show independent learning and pursue your particular lines of interest. Enjoy!

For more information on the course and how it will be assessed, see the AQA website and specification booklet

<http://filestore.aqa.org.uk/resources/history/specifications/AQA-7041-7042-SP-2015-V1-0.PDF>

Study skills to learn

- Be aware that you will have much more independence in organising your work than you did at GCSE and that there will be more independent study and research. It is a good idea to put aside a certain amount of time each week for AS History and divide it between the two units equally.
- Timelines are a must for getting your dates in order. Ensure you have a clear and accurate chronology of the whole period you are studying.
- Use the Key Issues for organising everything: for example use them as headings for dividers to keep your notes organised.
- Ensure you know what your notes mean; do not just copy out whole sections from textbooks.
- Ensure you know how to set out your notes; when using a book make sure you put down the title, author and page numbers you have used. This will help you find the pages again if you need to check up on anything.
- Ensure notes have titles, subtitles and headings; buy a multi-coloured pen so that these can be colour coded when you underline them.
- When you are taking notes, start from a basic textbook to get the basic framework of the topic. When you are using more detailed books, look for the argument the author is putting forward.
- Learn to speed read. Look at the opening sentence of a paragraph, does it relate to the topic/question on which you are working? If not, move on to the next paragraph and repeat!
- Get a list of relevant articles in sixth form History journals (such as Modern History Review or History Review) from your teacher; these will often give you a summary of recent research on a topic. They are quicker to read than a whole book and will be written with your needs as an A Level student in mind.
- Be willing to spend time thinking about questions before you start to write an answer.
- You will probably be given longer to do a task or essay than you were at GCSE; don't leave it all until the last day.
- Create lots of charts that summarise key points and have arguments for and against particular issues. This will help you develop your understanding of the topic and consolidate your factual knowledge. It is also a lot more productive and interesting than staring at pages of notes!

Focus your skills effectively

- Regularly check your file to ensure your notes are in a sensible order, it is much easier to do this as you progress than have it all to do when you start revising.
- Devise charts and diagrams as summaries of topics.
- When reading, have a question or series of questions that you are trying to answer as this will keep you focused and ensure you look carefully at the text, rather than read aimlessly.
- All the Key Issues are devised as questions; ensure you can answer the Key Issue.
- Read through your friends' essays (the good ones!) and look for ideas on how you can improve your own performance.
- When it comes to revision time, get hold of as many past and specimen questions as you can (they are on the OCR web site) and practise answering them. Use the Key Issues to think of other possible questions that could be set. This will also enable you to check that you have notes on all the Key Issues.

Stretch yourself – achieve your best

Advice

All questions set at AS and A2 are designed to test the full mark range, you do not have to attempt different questions if you want to achieve the highest marks. Instead you have to demonstrate the high level thinking skills. These are:

- An evaluation of the relative importance of the factors you have discussed.
- Evaluation throughout the essay, not just in the conclusion.
- Explain why a factor is more important; do not just assert that it is: prove it.
- Explain why other factors are less important, again, do not just assert: prove it.
- Explain and develop links between factors.
- The answer must have a clear and coherent structure.
- The ideas must be supported by a wide range of relevant evidence.

However, it is no good just having a good argument, the ideas, prioritisation and links must be supported by a wide range of factual material available. Again, read through the A grade answers and note how each student seems able to draw upon the ideal, precise fact they need to support their argument. At no stage is their argument left unsupported, but neither do they simply put facts in for the sake of it, they are chosen to support their argument.

You need to read widely. Included below in the study guide is a list of books and articles that will give you the depth of knowledge that you need.

USE OF THE HISTORY LIBRARY

It is expected that Sixth Form History students will undertake a number of hours of private study each week during their time in the sixth form. The History Library can be used by students. It is well stocked with core textbooks, topic books and general history books. There are in addition a number of magazines and websites that the department subscribes to.

At the beginning of the academic year you will be issued with a number of core textbooks and will have to purchase others. You are free to browse the library and borrow any relevant books. Make sure that you sign each book out on your form contained in the blue file in the History Library.

HISTORY DEPARTMENT - WORK SCHEDULE

In order to obtain the best grade in this demanding subject students are expected to undertake a considerable amount of private study.

- Students are expected to undertake at least four hours of private study outside school per week: this time should be evenly divided between the British and European courses. Private study within school is also expected of students and essential to success
- All written work will be given a completion date and students are required to submit work on time without fail
- Students are expected to read as widely as they can and be able to participate in class discussions knowledgeably
- Student presentations of specific topics will be required at specified times by the subject teacher

HISTORY DEPARTMENT - BRITISH & RUSSIAN BIBLIOGRAPHY

The History Library has a large number of texts and magazine articles available for student use. Some are library issue books and others are to be signed out on the appropriate form. Students should consider purchasing some additional texts..

Below is a list of texts (and other resources) available for modern British and Russian History held in the Library. Students will find that other relevant texts, not on this list, can be found in the library.

Key texts for classroom and individual study

- C Corin and T Fiehn, *Communist Russia under Lenin and Stalin*, Hodder, 2002
- J Laver, *Triumph and Collapse: Russia and the USSR 1941-1991*, Nelson Thornes, 2009
- A Todd, *The Soviet Union and Eastern Europe 1924-2000*, CUP, 2012
- S Waller, *Imperial Russia, Revolutions and the emergence of the Soviet State 1853-1924*, CUP, 2012
- S Waller, *Tsarist Russia, 1855-1917*, Nelson Thornes, 2009

Useful books for students

- J Bromley, *Russia 1848–1917*, Heinemann, 2002
- G Darby, *The Russian Revolution*, Longman, 1998
- D Evans and J Jenkins, *Years of Russia, the USSR and the Collapse of Soviet Communism*, Hodder Arnold (2nd edn), 2001
- J Hite, *Tsarist Russia 1801–1917*, Causeway Press, 2004
- J Laver, *The Modernisation of Russia 1856–1985*, Heinemann, 2002
- S J Lee, *Russia and the USSR*, Routledge, 2005
- M Lynch, *Reaction and Revolutions: Russia 1881–1924*, Hodder Murray (2nd new edn), 2005
- D Murphy and T Morris, *Russia 1855–1964*, Collins, 2008
- A Wood, *The Russian Revolution*, Longman (2nd edn), 1986

Visual sources and websites

- D King, *Russian Revolutionary Posters*, Tate Publishing, 2012
- D King, *Red Star over Russia (a visual History of the Soviet Union)*, Tate Publishing, 2010
- P Kurth, *Tsar: The Lost World of Nicholas and Alexandra*, Back Bay, 1998
- B Moynahan, *Russian Century: A Photographic History*, Weidenfeld, 2000
- <https://www.marxists.org/archive/lenin/>
- <http://www.hsc.csu.edu.au>
- <http://www.choices.edu/resources/detail.php?id=46>
- <http://www.tate.org.uk/whats-on/tate-modern/display/russian-revolutionary-posters>

Key texts for classroom and individual study

- C Rowe, *The Making of Modern Britain 1951-2007*, Nelson Thornes, 2009
- M Lynch, *Britain 1945-2007*, Hodder, 2008
- S Waller, *A Sixties Social Revolution? British Society 1959-1975*, Nelson Thornes, 2008

Useful books for students

- S J Lee, *Aspects of British Political History 1914-1995*, Routledge, 1998
- N Lowe, *Mastering Modern Britain*, Palgrave, 1998
- A Marr, *A History of Modern Britain*, Macmillan, 2007
- A Mayer, *Women in Britain 1900-2000*, Hodder, 2002
- D Murphy (ed), *Britain 1914-2000*, Collins, 2000
- M Pearce, *British Political History 1867-200: Democracy and Decline*, Routledge, 2001
- C Rowe, *Britain 1929-1998*, Heinemann, 2004

Visual sources and websites

- Andrew Marr's *History of Modern Britain*, DVD 2entertain, 2009
- <http://www.news.bbc.co.uk/onthisday>

Students are advised to subscribe to the Modern History Review.