

A Level History Syllabus – Haydon School

1C The Tudors: England, 1485–1603

This option allows students to study in breadth issues of change, continuity, cause and consequence in this period through the following key questions:

- How effectively did the Tudors restore and develop the powers of the monarchy?
- In what ways and how effectively was England governed during this period?
- How did relations with foreign powers change and how was the succession secured?
- How did English society and economy change and with what effects?
- How far did intellectual and religious ideas change and develop and with what effects?
- How important was the role of key individuals and groups and how were they affected by developments?

Part one: consolidation of the Tudor Dynasty: England, 1485–1547

1C The Tudors: England, 1485–1603

Henry VII, 1485–1509

- Henry Tudor's consolidation of power: character and aims; establishing the Tudor dynasty
- Government: councils, parliament, justice, royal finance, domestic policies
- Relationships with Scotland and other foreign powers; securing the succession; marriage alliances
- Society: churchmen, nobles and commoners; regional division; social discontent and rebellions
- Economic development: trade, exploration, prosperity and depression
- Religion; humanism; arts and learning

Henry VIII, 1509–1547

- Henry VIII: character and aims; addressing Henry VII's legacy
- Government: Crown and Parliament, ministers, domestic policies including the establishment of Royal Supremacy
- Relationships with Scotland and other foreign powers; securing the succession
- Society: elites and commoners; regional issues and the social impact of religious upheaval; rebellion
- Economic development: trade, exploration, prosperity and depression
- Religion: renaissance ideas; reform of the Church; continuity and change by 1547

Part two: England: turmoil and triumph, 1547–1603 (A-level only)

Instability and consolidation: 'the Mid-Tudor Crisis', 1547–1563 (A-level only)

- Edward VI, Somerset and Northumberland; royal authority; problems of succession; relations with foreign powers
- The social impact of religious and economic changes under Edward VI; rebellion; intellectual developments; humanist and religious thought
- Mary I and her ministers; royal authority; problems of succession; relations with foreign powers
- The social impact of religious and economic changes under Mary I; rebellion; intellectual developments; humanist and religious thought
- Elizabeth I: character and aims; consolidation of power, including the Act of Settlement and relations with foreign powers
- The impact of economic, social and religious developments in the early years of Elizabeth's rule

The triumph of Elizabeth, 1563–1603 (A-level only)

- Elizabethan government: court, ministers and parliament; factional rivalries
- Foreign affairs: issues of succession; Mary, Queen of Scots; relations with Spain
- Society: continuity and change; problems in the regions; social discontent and rebellions
- Economic development: trade, exploration and colonisation; prosperity and depression
- Religious developments, change and continuity; the English renaissance and 'the Golden Age' of art, literature and music
- The last years of Elizabeth: the state of England politically, economically, religiously and socially by 1603

2N Revolution and dictatorship: Russia, 1917–1953

This option provides for the study in depth of the coming and practice of communism in Russia. It explores concepts such as Marxism, communism, Leninism, and Stalinism, ideological control and dictatorship. It also enables students to consider issues of political authority, the power of individuals and the inter-relationship of governmental and economic and social change.

Part one: The Russian Revolution and the Rise of Stalin, 1917–1929

Dissent and Revolution, 1917

- The condition of Russia before the revolution of February/March 1917: the Tsar and political authority; the war effort; the economic and social state of Russia; discontent
- The February/March revolution of 1917: causes and course of revolution; issues of leadership and the Tsar's abdication; the establishment of Provisional Government and the Petrograd Soviet; the workings of the Dual authority
- Developments between the revolutions including: the return of Lenin; Lenin's ideology and the April Theses; the July Days; the Kornilov coup and the roles of both the Provisional Government and Trotsky; Lenin and the Central Committee of the Bolshevik Party
- The October/November 1917 revolution: causes, course and extent of revolution; leadership and the establishment of Bolshevik authority; Sovnarkom and decrees and actions to December

Bolshevik consolidation, 1918–1924

- The consolidation of the Communist dictatorship: the establishment of one-party control; the removal of the Constituent Assembly; the ending of involvement in the First World War
- The Civil War: causes and course; the role of Trotsky; the murder of the Tsar; the reasons for the Red victory; government and control in wartime
- Economic and social developments: state capitalism; social change; conditions in cities and countryside during the Civil War; war communism; the Red Terror: revolts of 1920–1921 including the Tambov revolt and Kronstadt rising; the NEP and its political and economic impact
- Foreign relations and attitudes of foreign powers: foreign intervention in the Civil War; Comintern; the Russo-Polish War; discussions leading to the Rapallo Treaty; official recognition and the repercussions of the 'Zinoviev letter'; Lenin's rule by 1924

Stalin's rise to power, 1924–1929

- The power vacuum and power struggle: ideology and the nature of leadership; Lenin's testament; divisions and contenders for power: character, strengths and weaknesses of Stalin, Trotsky, Bukharin, Kamenev, Rykov, Tomsky and Zinoviev

- Ideological debates and issues in the leadership struggle: NEP and industrialisation; 'permanent revolution' versus 'Socialism in One Country'; how and why Stalin became party leader and the outcome for the other contenders
- Economic developments: reasons for and impact of the 'Great Turn'; the economic shift; the launch of the first Five Year Plan and the decision to collectivise
- Government, propaganda and the beginning of the Stalinist cult; Stalin's attitude to foreign powers: China; Germany and the Treaty of Berlin; changes in the Comintern

Part two: Stalin's Rule, 1929–1953 (A-level only)

Economy and society, 1929–1941 (A-level only)

- Agricultural and social developments in the countryside: voluntary and forced collectivisation; state farms; mechanisation; the impact of collectivisation on the kulaks and other peasants; the famine of 1932–1934; the success of collectivisation
- Industrial and social developments in towns and cities: Gosplan; the organisation, aims and results of the first three Five Year Plans; new industrial centres and projects; the involvement of foreign companies; the working and living conditions of managers, workers and women; Stakhanovites; the success of the Five Year Plans
- The development of the Stalin cult: literature, the arts and other propaganda; Socialist Realism
- The social and economic condition of the Soviet Union by 1941: strengths and weaknesses

Stalinism, politics and control, 1929–1941 (A-level only)

- Dictatorship and Stalinism: the machinery of state terror; the NKVD; the early purges; Kirov's murder; the show trials; the Stalin constitution
- The Yezhovshchina: mass terror and repression at central and local levels; treatment of national minorities; the gulags; the end of the purges; the death of Trotsky; responsibility for and impact of the Terror and purges
- Culture and society: church; women, young people and working men; urban and rural differences; 'socialist man' and the impact of cultural change; similarities and differences between Lenin's and Stalin's USSR
- Stalin and international relations: co-operation with Germany; entry into the League of Nations; pacts with France and Czechoslovakia; intervention in the Spanish Civil War; reaction to Western appeasement and Japanese aggression; the Nazi-Soviet Pact and its outcome

The Great Patriotic War and Stalin's Dictatorship, 1941–1953 (A-level only)

- The impact of the war on the Soviet Union: Operation Barbarossa and the Stalinist reaction; the course of the war; the USSR under occupation and the fight-back; the Soviet economy; mobilisation and evacuation of industry; foreign aid
- The defeat of the Germans: reasons and results; post-war reconstruction; industry and agriculture

- High Stalinism: dictatorship and totalitarianism; renewed Terror; the NKVD under Beria; Zhdanovism and the cultural purge; Stalin's cult of personality; the Leningrad affair; purges and the Doctors' Plot
- The transformation of the Soviet Union's international position: the emergence of a 'superpower'; the formation of a soviet bloc; conflict with USA and the capitalist West; death of Stalin and Stalin's legacy at home and abroad

Component 3: Historical investigation (non-exam assessment)

Purpose of the Historical investigation

The purpose of the Historical Investigation is to enable students to develop the skills, knowledge and historical understanding acquired through the study of the examined components of the specification.

Through undertaking the Historical Investigation students will develop an enhanced understanding of the nature and purpose of history as a discipline and how historians work.

The Historical Investigation contributes towards meeting the aims and objectives of the A-level specification. In particular it encourages students to:

- ask relevant and significant questions about the past and undertake research
- develop as independent learners and critical and reflective thinkers
- acquire an understanding of the nature of historical study
- organise and communicate their knowledge and understanding in a piece of sustained writing

Introduction

Students will be required to submit a Historical Investigation based on a development or issue which has been subject to different historical interpretations.

The Historical Investigation must:

- be independently researched and written by the student
- be presented in the form of a piece of extended writing of between 3500 and 4500 words in length, with a limit of 4500 words
- draw upon the student's investigation of sources (both primary and secondary) which relate to the development or issue chosen and the differing interpretations that have been placed on this
- place the issue to be investigated within a context of approximately 100 years
- be an issue which does not duplicate the content of Components 1 and 2.

The Historical Investigation must be supervised in accordance with the requirements of Section 5.1 of this specification.

The centre must complete a non-examined assessment (NEA) title approval form no later than 20 October in the year before the intended completion of the A-level course. The form must detail the title and date range of the proposed historical investigation for each student. The teacher must state which examined components will be studied. This form must be submitted to AQA for review. AQA will check that the proposed historical investigation title, when combined with the examined components, meets the following requirements:

- the proposed title is set in the context of approximately 100 years
- there is no overlap with the content of the options studied for the examined components
- all three components together cover a chronological range of at least 200 years

AQA will inform the centre if any historical investigation title does not meet the requirements and the focus for the non-examined assessment will need to be changed.

Failure to comply with these requirements will invalidate the student's entry and no A-level result will be issued.

