**Revising AS2 History**

**Russia 1903-41**

**I will use this booklet to break down my revision into manageable sections.**

**I will speak to my teacher if I am not sure of a topic or I am missing any work**

**Revising AS2 History / Russia 1903-41**

□ I know that my Exam Board is CCEA. I can find out more information about this exam on the CCEA website – www.ccea.org.uk

□ I know that there is a Lagan College History website at [www.laganhistory.weebly.com](http://www.laganhistory.weebly.com) (password lagan1981) that will give me more guidance on the topics

□ I understand that I can borrow textbooks for revision before my exams in May / June of Year 13 on payment of a deposit which I will get back when I return the books

□ I understand that the History Department will be holding revision classes in May / June of Year 13, after exam leave, and know to ask my teacher for the dates of these sessions

□ I understand that it is important to read my exam timetable carefully so that I know the dates and times of my exams and can be sure I am revising for the correct exam. Once I know the date and time of my exam, I will write it on the front cover of this booklet

**My exam**

□ I know that my paper will last 1 ½ hours

□ I know that the Russia section is Option 5 near the end of the paper (second last section)

□ I understand that I must do 2 questions , out of the 4 on the paper

□ I understand that I must do both the a) and b) parts of the questions I choose

Question 1 will focus on the period 1903-14

Question 2 will focus on the period 1914-24

Question 3 will focus on the period 1914-24

Question 4 will focus on the period 1924-41

**Revising AS2 History / Russia 1903-41**

□ I have a list of past questions on Russia, and know to ask my teacher for a copy if I don’t. I understand that I should use these past questions to practice writing answers

1. **Russia 1903-14**

□ I can explain the role of a number of long term factors in helping to bring about the 1905 Revolution e.g. industrial and agricultural backwardness and poor conditions for workers and peasants, geographical scale of the empire, ethnic diversity and resentment at policy of Russification, personality of the Tsar and his resistance to political change, emergence of revolutionary (SRs and SDs) and non-revolutionary opposition (Liberals)

□ I can explain the differences between revolutionary and non-revolutionary opposition in aims and methods

□ I can explain the differences between the Social Revolutionaries and the Social Democrats in aims and methods

□ I can explain the differences between the Bolsheviks and Mensheviks in aims, methods, leadership and the timing of any future revolution

□ I can explain why the Tsar was opposed to political reform

□ I can explain the role of 3 short term causes of the 1905 Revolution: the impact of the Russo-Japanese War, the economic slump, and Bloody Sunday

□ I can explain how and why the Tsar was able to survive the 1905 Revolution, using concession, reform and repression, and the fact that the Revolution had been unplanned and divided in its aims

□ I can give specific examples of the concessions made by the Tsarist government, most notably, the October Manifesto

□ I understand the significance of the Fundamental Laws, and the electoral changes of 1907

□ I understand why the October Manifesto split the non-revolutionary opposition into Octobrists and Kadets and can compare their beliefs

□ I can give examples of the reforms brought in by the Tsarist government, most notably, Stolypin’s land reforms, reforms in education and workers’ conditions

□ I can explain the aims (political and economic) of Stolypin’s land reforms, describe what the reforms involved and give specific examples of and explanations for successes and failures

□ I can give examples of the repression used by the Tsarist government, most notably, Stolypin’s necktie

□ I can assess the significance of Stolypin’s assassination in 1911

□ I can give examples of growing opposition to Tsarism from 1912 onwards

□ I can describe the failures and achievements of the 3 Dumas up to 1914

□ I can explain the survival of Tsarism from 1905-14, distinguishing between the strengths of Tsarism and weaknesses of opposition

1. **Russia 1914-17**

□ I can describe the military, economic, social and political impact of the First World War and explain how this led to the February Revolution, giving a good level of supporting evidence for each

□ I can explain the impact of the Tsar’s decision to go to the front in 1915

□ I can explain the Russian people’s suspicion of the Tsarina and her relationship with Rasputin

□ I can explain the frustration of groups such as the Zemstvo’s and the Progressive Bloc with the Tsar’s unwillingness to include them in decision making

□ I can describe the key events of the February Revolution 1917

□ I understand why a Provisional Government was set up in February 1917

□ I know what the Petrograd Soviet was and how its presence weakened the Provisional Government

□ I can explain several reasons why the Provisional Government failed.

□ I can divide these reasons into the weaknesses and mistakes of the Provisional Government and the strengths of the Bolsheviks, looking particularly at the mistakes of Kerensky and actions of Lenin and Trotsky

□ I can compare the role of Lenin and Trotsky in October 1917

1. **Russia 1917-24**

□ I can explain why there was a civil war in Russia 1918-21 and can identify the various groups who fought against the Bolsheviks

□ I can explain several reasons why the Bolsheviks won the civil war in Russia 1918-21

□ I can divide these reasons into categories: aims, geography, leadership, support and propaganda, and for each of these I can explain Bolshevik advantages and White disadvantages

□ I can compare the role of Lenin and Trotsky in the civil war

□ I can clearly explain Bolshevik economic objectives between 1917 and 1924

□ I understand that there were 3 stages to Bolshevik economic policy from 1917-24: State Capitalism 1917, War Communism 1918-21 and the New Economic Policy 1921-28. For each of these, I can explain the aims of the policy (for both industry and agriculture), what the policy involved, the successes and the failures of each

□ I can describe Bolshevik policies regarding women and the family, looking at the aims, and at successes and failures

□ I can describe Bolshevik policies towards the Russian Orthodox Church, looking at the aims, and at successes and failures

□ I can explain why the Bolsheviks thought it was important to have control over the arts and culture and can clearly explain their overall cultural objectives

□ I can describe the impact of Bolshevik rule on the arts and culture, giving specific examples from music, literature, theatre, art, architecture etc

□ I can explain a range of actions taken by the Bolsheviks between 1917-24 to consolidate their position

□ I can evaluate the significance of Lenin in Bolshevik successes in the period 1917-24

1. **Russia 1924-41**

□ I can explain several reasons for Stalin’s rise to power. I can divide these into factors to do with Stalin, his personality and his actions, and factors to do with his opponents, their weaknesses and mistakes, particularly those of Trotsky

□ I understand the aims of Stalin’s economic policies (economic, political, military etc), in both industry and agriculture, and understand how the two strands were inter-linked

□ I can describe Stalin’s policy for industry (5 Year Plans) and distinguish between the different stages

□ I can give a good level of supporting evidence for the successes and failures of Stalin’s industrial policy

□ I can describe Stalin’s policy for agriculture (Collectivisation)

□ I can give a good level of supporting evidence for the successes and failures of Stalin’s agricultural policy

□ I can describe the impact of Stalin’s economic policies on the lives of workers, distinguishing between the gains and losses

□ I can describe the impact of Stalin’s economic policies on the lives of peasants, distinguishing between the gains and losses

□ I can describe how Stalin used force to control the Soviet people, distinguishing between the purges and other forms of terror

□ I can explain several reasons for the purges

□ I can describe life in the gulags

□ I can identify various groups who were victims of the purges, and explain why they were targeted

□ I can describe other forms of terror and intimidation used in the USSR e.g. the activities of the NKVD, use of informers, passport system, unrealistic targets

□ I can explain Stalin’s cultural objectives and the impact of Stalin’s rule on popular culture and the arts

□ I can describe how Stalin used propaganda to control the Soviet people and can give a range of specific examples

□ I can explain why Stalin developed the Cult of Personality, and can give examples of the Cult in action and how images of Stalin changed through the 1930s

□ I can describe the experience of women in Soviet Russia

□ I can describe the experience of young people in Soviet Russia

□ I can describe the experience of the Russian Orthodox Church in Soviet Russia

□ I can describe the features of the new Soviet Constitution in 1936

□ I can use all I have found out about life in Stalinist Russia to assess the overall impact of Stalin’s rule on the Soviet people, looking at gains and losses and illustrating with examples from specific groups e.g. class enemies, party members, peasants, industrial workers, women and family, young people and the Orthodox Church

**Types of questions in AS2**

 **Question (i)**

□ These are ‘Explain’ type questions e.g. ‘Explain the short term causes of the Revolution of February 1917’.

This type of question has 8 marks and I must spend 10 minutes on each one

My answer should be 1 – ½ sides

I must try to cover 5 or 6 key points

8 mark questions are not essays. I do not need an introduction or a conclusion. I do not need to weigh up the role of more than one factor

**Question (ii)**

□ These questions are called ‘Proposition’ questions, because I will be given a statement (or ‘proposition’) and I will have to argue to what extent I agree with the proposition e.g. ‘Stalin’s rise to power was due mainly to the weaknesses of his political opponents. How far do you agree?’. To do this, I need to look at both sides and weigh up the role of more than one factor.

This type of question has 22 marks and I must spend 30 minutes on each one.

My answer should be 3-4 sides

22 marks questions are essays

□ I understand that a good essay will be ....

Planned I will take the time to draw out a mind map plan for my essay before I begin writing. This will ensure that I have covered all the points in a logical order

Focused The information I use will be directly and consistently relevant to the question being asked.

Structured My points will be organised in a coherent, logical order. I will have an introduction and a conclusion, both of which will link back to the question

Balanced I understand that to get a good mark I must look at both sides of the question in equal depth

Supported My argument will be supported by a good range of relevant facts

□ When deciding on what question to choose, I understand that I should choose on the basis of the 22 mark question rather than the 8 mark question, as it is more important to do well in the essay

□ I understand that I can do the questions in whatever order I choose, as long as I clearly indicate which question I am doing e.g. I can choose to do the 2 essays first

□ If I use my time correctly, I will have 10 minutes to spare. I can use some of this time at the start of the exam to think carefully about the questions I choose to do and to write out some basic mind map plans. I can also use some of this time at the end to check through my answers and add additional information