

**Advanced Information for 2022 exams**  
***Curriculum intent and implementation for: History***

## **Location of Advanced Information:**

1C: The Tudors: England, 1585-1603: <https://filestore.aqa.org.uk/content/summer-2022/AQA-70421C-AI-22.PDF>

2N: Revolution and Dictatorship: Russia, 1917-1953:  
<https://filestore.aqa.org.uk/content/summer-2022/AQA-70422N-AI-22.PDF>

## **Summary of main content focus from the specification:**

### **1C: The Tudors: England, 1585-1603**

#### 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:

### 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

#### Dates of final exams:

Paper 1 - 1C: The Tudors: England, 1585-1603 – 26 May am

Paper 2 - 2N: Revolution and Dictatorship: Russia, 1917-1953 – 10 June am

#### Lesson and intervention schedule from mocks to exams:

The topics that we have left to teach this year are:

##### Russia

- International position post-1945
- Death of Stalin

##### Tudors

- Elizabethan foreign policy
- Society and Economy in Elizabeth's reign
- Religion in Elizabeth's reign
- Culture in Elizabeth's reign
- End of Elizabeth's reign

For Russia we are going to carry on as usual: international position post-1945 remains on the 2022 specification so will likely be examined, and Death of Stalin is a bit of background contextual knowledge that I teach for the sake of wider understanding of the whole course anyway, and it will still be useful for this purpose.

For the Tudors we are going to change things around a bit.

Religion, Culture and the End of Elizabeth's reign are not on the revised 2022 specification, so will not be examined. I intend to still teach these topics in the same order as I would otherwise do them, right at the end of the course. But I plan on doing them for general contextual knowledge and thematic understanding of the whole course, and so will cover them much more quickly and in much less depth than usual – I will not be expecting students to make notes on these topics since they will never have to revise them, and so we will just race through these topics through my explanations and whole class discussions. So on our current SOW where this takes up 3 weeks worth of Tudors lessons I expect to cover them in 1 week.

The additional time will be given over to the remaining topics which are listed on the specification: Elizabethan foreign policy, and society and economy in Elizabeth's reign. I intend to beef up these topics, and am in the process of replanning them, with a particular emphasis on introducing new resources drawn from historians' books, with the intention of improving students' understanding of the topics, and also equipping them with more specific detail which A and A\* students will be able to make use of to better differentiate themselves from their peers in the final exams.

#### **Revision and Intervention focus:**

Because of the reduction in how many different topics that students have to revise, I expect marks being awarded for essays to bunch together: whereas the average marks for essays in normal exams would be distributed around 10-15 marks, being largely differentiated by how much relevant detail students were able to include in their essays; now I would expect most students to be able to get 15 or 16 out of 25 marks quite easily as they should be able to recall enough detail for this because revision has been made so much easier for students to do well. What this means is that I expect there to be a smaller range of marks being awarded for essays, and so it will be harder for students to differentiate themselves from their peers with their essay marks. However, this is less likely to occur with source and extracts questions, where the main thing that differentiates students' marks will remain how they write their responses. Because of this, I think that there will be an outsized importance on sources and extracts responses this year for deciding students' overall grades: students' essay marks will clump together around 15 or 16/25 and then it will be the marks that students get on their sources and extracts questions that will decide which students get top grades and which don't.

Obviously students should still be working on their essay writing to try to improve it, and we will spend some time in class when we do whole class revision working on essay writing, but our priority for exam technique work during in class revision lessons and during intervention sessions will be on source responses and extract responses. I think that this is where the greatest scope lies, in light of the revised specification, for students to move themselves up a grade or two by really nailing their exam technique for these two specific types of questions.