

## Edexcel GCSE History A and B

### Controlled Assessment

# CA2: Russia and the USSR 1917–1939

## What are the changes to content from 2013?

The content is now structured into the following three bullet points. The green text indicates content that has been clarified, expanded or moved.

- **Changes in government and authority 1917–28:** reasons for the revolution of February 1917; Bolshevik takeover and consolidation 1917–24, including the reasons for Bolshevik success in the October Revolution 1917 and the Civil War 1918–22; Stalin's success in the power struggle 1924–28.
- Economic and social changes 1928–39 and their impact: collectivisation, industrialisation and life in the Soviet Union.
- **A regime built on terror?** The nature of Stalin's dictatorship 1928–39: Stalin's personality and methods, the use of propaganda, terror and control.

This option must not be combined with:

- History A specification Unit 2B Russia 1914–39

## Has the representation focus changed from 2013?

Previously the representation focus for this option was: How was Stalin able to control Russia 1924–39? The third bullet point above now forms the representation focus.

## Suggested resources to support teachers and candidates

The following is a provisional list of resources, which may be useful for this topic.

There are no published resources written specifically for this Edexcel GCSE controlled assessment topic. However, teachers can use any GCSE Modern World student book on Russia to teach the enquiry section – for example:

- *GCSE Modern World History Unit 2B Russia 1914–39 Student Book*, by Jane Shuter, (Pearson)
- *GCSE Modern World History for Edexcel: Russia 1917–1939*, by Waugh and Wright, (Hodder).

There are many other published resources on this period available from major publishers for both GCSE and A level.

Edexcel have produced a detailed scheme of work for the Modern World Unit 2B examined topic on Russia 1914–39, which contains links to useful websites and references to other useful resources. It can be found on the link below under Editable Schemes of Work:

[www.edexcel.com/quals/gcse/gcse09/history/a/Pages/default.aspx](http://www.edexcel.com/quals/gcse/gcse09/history/a/Pages/default.aspx)

Teachers may wish to use AS/A level text books to help plan their teaching, and students may find them a good source of additional reading.

The following GCE texts are relevant:

- *Russia Under Tsarism and Communism 1881-1953 (SHP Advanced History Core Texts)* by Chris Corin and Terry Fiehn
- *Edexcel GCE History: Stalin's Russia 1924-1953* by Robin Bunce and Laura Williams
- *Stalin's Russia 1924-53 (Access to History)* by Michael Lynch

Other useful material may be found on the following websites:

[www.bbc.co.uk/schools/gcsebitesize/history/mwh/russia/](http://www.bbc.co.uk/schools/gcsebitesize/history/mwh/russia/)

[www.johndclare.net/Russ1.htm](http://www.johndclare.net/Russ1.htm)

[www.spartacus.schoolnet.co.uk/Russian-Revolution.htm](http://www.spartacus.schoolnet.co.uk/Russian-Revolution.htm)

[www.schoolhistory.co.uk/alevel/modern\\_european\\_russian.shtml](http://www.schoolhistory.co.uk/alevel/modern_european_russian.shtml)

## Topic timeline

We have provided the timeline below as an additional resource for students.

- 1917 February – first Revolution.
- 1917 March – Tsar Nicholas abdicated his throne in favour of his brother, Grand Duke Michael, who refused and as a consequence rule of the Russian Empire by the monarchy came to an end.
- 1917 A 'Provisional Government' took over with Prince George Lvov as Prime Minister.  
The 'Provisional Government' decided to continue Russia's involvement in the First World War.
- 1917 April – the Germans allowed Lenin to return to Russia from his exile in Switzerland.
- 1917 The 'April Thesis'.
- 1917 The 'June Offensive'.
- 1917 July – Alexander Kerensky took over as Prime Minister.
- 1917 October – Lenin urged the Petrograd Soviet to take power from the Provisional Government.
- 1917 October – the Bolsheviks occupied key buildings and the Provisional Government was overthrown in Petrograd.
- 1917 November – the Bolsheviks gained control of other key cities e.g. Moscow.
- 1918 January – Bolshevik Red Guards dispersed the Assembly (it never met again).
- 1918 Constitution introduced.
- 1918 March – Treaty of Brest-Litovsk.
- 1918 April – armed resistance to the Bolsheviks signalled the start of a Civil War.
- 1921 Treaty of Riga.
- 1921 March – 'Kronstadt Mutiny'.
- 1921 New Economic Policy introduced.
- 1922 May – Lenin suffered his first stroke.
- 1924 January – Lenin died (aged 53).

- 1924 After Lenin's death Stalin and Trotsky engaged in a power struggle to become the leader.
- 1924 Constitution introduced.
- 1928 First Five Year Plan.
- 1929 Stalin emerged from the power struggle as leader.
- 1929 Policy of Collectivisation of agriculture introduced.
- 1933 Second Five Year Plan.
- 1934 December – murder of Kirov.
- 1936 Constitution introduced.
- 1936 The 'Great Purge' starts.
- 1938 Third Five Year Plan.
- 1939 Nazi-Soviet Non-Aggression Pact.

## Exemplar scheme of work

The following scheme of work provides a suggested approach and is not intended to be prescriptive.

Generic scheme of work	Subject content	15-week programme
<p><b>Context, concepts and application</b></p> <p>The historical context for Part A.</p> <p>The key features of the period or issue.</p> <p>Reasons for change and developments.</p> <p>Practise analysing causation, change, consequence.</p> <p>Practise writing extended responses with a focus on causation, change, etc.</p> <p>The historical context of the enquiry/ies identified in Part B.</p>	<p><b>Overview (Parts A and B):</b></p> <p>Changes in government and authority 1917–28:</p> <ul style="list-style-type: none"> <li>• Reasons for the revolution of February 1917</li> <li>• Bolshevik takeover and consolidation 1917–24, including the reasons for Bolshevik success in the October Revolution 1917 and the Civil War 1918–22</li> <li>• Stalin’s success in the power struggle 1924–28.</li> </ul> <p>Economic and social changes 1928–39 and their impact:</p> <ul style="list-style-type: none"> <li>• Collectivisation, industrialisation and life in the Soviet Union.</li> </ul> <p>Practice Part A Explanation</p> <ul style="list-style-type: none"> <li>• Part A will require analysis with a focus on explanation of change, causation or consequence.</li> <li>• Typical question stems are: Explain why; Explain the impact; Explain the ways in which XX changed; Explain the role of XX; Explain how.</li> </ul> <p>Practice Part B Enquiry</p> <ul style="list-style-type: none"> <li>• Part B will always require some sort of judgement.</li> <li>• Typical question stems are: How significant; How much impact; How successful; How far; How much change; How different.</li> </ul>	<p>Weeks 1–8 including write-up of Part A, 30 mins.</p> <p>Centres may complete tasks in any order but they must teach the whole of the relevant specification bullet point before completing Part A or Part B and they must teach the whole unit before students write up Part C.</p> <p>If the Part A task is set on the first bullet point, centres may decide to write up this task before teaching the second bullet point. If the Part A task is set on the second bullet point, they may wish to teach both bullet points before completing the Part A and B tasks.</p>

<p><b>Part B Enquiry</b></p> <p>Developing enquiry skills:</p> <ul style="list-style-type: none"> <li>• how to find, select and use sources of information</li> <li>• supporting candidates in the process of their research</li> <li>• includes write-up.</li> </ul>	<p><b>Generic</b></p> <p>Practise identifying and recording relevant information:</p> <ul style="list-style-type: none"> <li>• Students to highlight key points of information or identify key views using a source that is not related to the enquiry.</li> <li>• Students could compare the information on different websites and discuss ways of deciding whether a website would be a good source of information to use</li> <li>• Students to compare different ways of recording it, for example, bullet points, charts, diagrams</li> </ul> <p>Practise write –up skills by preparing notes and sources for a Part B-style paragraph.</p>	<p>Weeks 9-10, including write-up of Part B, 1 hour.</p> <p>Centres may wish to set aside class time for students to complete research or may set research as homework while teaching the content for this bullet point or the bullet point for Part C.</p>
<p><b>Part C Context</b></p> <p>The historical context of the representations issue.</p> <p>Coverage of key features of period or issue sufficient to enable candidates to evaluate the accuracy and comprehensiveness of the representations.</p>	<p>A regime built on terror? The nature of Stalin’s dictatorship 1928–39: Stalin’s personality and methods, the use of propaganda, terror and control.</p> <p>How was Stalin able to control the Soviet Union?</p> <ul style="list-style-type: none"> <li>• Economic successes: the implementation of collectivisation; the Five Year Plans rapid industrialisation, Russia’s emergence as a major world power.</li> <li>• Use of propaganda, the arts, education and youth to encourage support for the government.</li> <li>• The use of terror: the use of force and the ruthless suppression of opposition: the role of a secret police and the purges.</li> </ul>	<p>Weeks 11–12</p>

<p><b>Part C Skills and concepts</b></p> <p>Understanding and analysing representations.</p> <p>Practise comparing and evaluating representations of the selected issue.</p>	<p><b>Generic</b></p> <p>Introduction to the idea of representation through discussion of social media, selection of items for the front page of newspapers etc.</p> <p>Practise evaluation of portrayal using examples such as school prospectus, social media, news reports.</p> <p>Practise evaluation of a representation using a representation from a previous task or the Representations Bank (one that will not be used as the third representation in the task).</p> <p>Students should understand the criteria being used and the necessity to support the evaluation using additional contextual knowledge.</p>	<p>Weeks 13–15, including write-up of Part C, 1 hour.</p>
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