



The John Roan School
Sixth Form

The best in everyone™

Part of United Learning

A-Level

History

Student Handbook

Exam board: AQA

Course code: 7042

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Inspired

Confident

Ambitious

At The John Roan Sixth Form,
students will be ***inspired*** by our
commitment to their destinations.

They will feel ***confident*** in their
abilities and prospects because of our
teaching and curriculum and they will
be ***ambitious*** because of the
opportunities we provide.

Welcome to History

Curriculum Aims (KS5)

The purpose of the history curriculum is to help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. Students should be provided with both breadth and depth of understanding which becomes truly powerful when used to engage with the complex and diverse narratives which underpin the discipline of history. We also want to inspire pupils' curiosities to ask perceptive questions, think critically, weigh evidence, and develop perspective and judgement on the past. Studying history will help students to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and their place within the modern world. Through moving through the curriculum, students should get better at the discipline of History.

Here we explore the John Roan curriculum principles in the context of the History curriculum -

- **Entitlement:** All pupils will study a broad range of content from covering Britain from 1783-1885 and the USSR from 1953 until its collapse. They will interact with a range of historical evidence and think about the value of that evidence in illuminating the past. Students study of the historical investigation will be underpinned by robust historical scholarship which encourages students to understand how and why interpretations of the past change over time.
- **Coherence:** Our curriculum is chronologically sequenced with a focus on period, place, and people. This develops a coherent framework around which students can build their historical knowledge. The sequence of the curriculum is carefully considered so that it deliberately builds on and develops conceptual and disciplinary knowledge across and within distinct units and years.
- **Mastery:** We want our pupils to be able to link new knowledge to previously taught content and understand the different ways they connect. Students are therefore required to regularly retrieve knowledge and apply it within different contexts as they move through the curriculum.
- **Adaptability:** Teachers work within their specialisms to create strong and centralised resources which are delivered by the department, providing a high level of stretch and support to all students. At the John Roan School, we also embed the local History of London and Greenwich throughout the curriculum so that students can situate their understanding in local, national and global contexts.
- **Representation:** All pupils will encounter a curriculum in which they can see themselves within. Our unit selections are embedded within wider national and global contexts. Through exposure to historical scholarship, students encounter diverse narratives of the past which offer a range of diverse experiences.
- **Education with character:** Through the curriculum, pupils are given opportunities to discuss and reflect on a range of historic issues. Within the school community, students are also provided with the opportunity to extend their learning through the remembrance and commemoration of significant events and individuals.



History

Key Stage 5



Roadmap of the History Curricula

The roadmap diagram on the following page sets out the route that pupils take through our curriculum. In Year 12, pupils study Paper 1: Industrialisation and the people: Britain, c.1783-1885. This is to provide them with the depth of knowledge of how government, democracy and society changed and developed during the 'Industrial Revolution' and to hone key skills such as source analysis and construction of historical arguments. Alongside this they will begin their study of Paper 2: Crisis of Communism: The USSR and the Soviet Empire 1953-2000, as well as their historical investigation 'Within the context of the period 1815-1917, how far was the First World War the main cause of the fall of the Romanovs in February 1917?.' They will complete the latter in Year 13. This is to provide them with the breadth of knowledge of Russian and Soviet society and to hone their source analysis and historical writing further to tackle the demands of Paper 2.



How we organise our work in A-Level History

1) At the start of the year students should have purchased a ring-binder. Once this is full you must buy as many other folders as you need.



2) At the start of the course, you will need to obtain file dividers – you should have one of these per each Chapter in the course for both Paper 1 content and Paper 2.



3) Each lesson/ Chapter, you will receive a lesson booklet containing the core knowledge and activities for that particular lesson.



4) Once this is completed, you will then have to place this inside a plastic wallet and place this in each Chapter area of your folder.



5) At the start of the course you will also be given a glossary, a timeline and a key individuals booklet. You must be regularly updating this as you progress through the course.





Exam Specification – Paper 1

Industrialisation and the people: Britain, c.1783-1885

1F Industrialisation and the people: Britain, c1783–1885

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

- How was Britain governed and how did democracy and political organisations change and develop?
- What pressures did governments face and how did they respond to these?
- How and with what results did the economy develop and change?
- How and with what results did society and social policy develop?
- How important were ideas and ideology?
- How important was the role of individuals and groups and how were they affected by developments?

Part one: the impact of industrialisation: Britain, c1783–1832

Pressure for change, c1783–1812

- The British political system in 1783: government and representation; national and local democracy; Whigs and Tories
- Government: Pitt the Younger as Prime Minister and his successors; Pitt's relationship with the King; the 1784 election; reform of finance, administration and trade
- Economic developments: industrialisation; the growth of cotton and other industries; changes in power; the condition of agriculture
- Social developments: the middle class; the industrial workforce; landowners; agricultural labourers and the poor; working conditions; standards of living; the Combination Acts
- Pressures on government: the political influence of the French Revolution; Irish rebellion and union; radicalism and opposition; party splits; demands for parliamentary reform
- Pressures on government: the political, economic and social impact of war; the condition of Britain by 1812

Government and a changing society, 1812–1832

- Government: Lord Liverpool; the Corn Laws and other legislation; attitudes to reform and repression; the economy; the repeal of the Combination Acts
- Government: Canning, Goderich and Wellington; legislation including the repeal of the Test and Corporation Acts; the metropolitan police force; O'Connell and Catholic Emancipation
- Economic developments: continuing industrialisation and developments in key industries; agricultural change; economic policies and free trade
- Social developments: the effects of industrialisation; standards of living and working class discontent
- Pressures for change: Luddism and radical agitation; the anti-slavery movement; Methodism; early socialism and the ideas of Robert Owen
- Greater democracy: the election of the Whigs; pressure for parliamentary reform; the Great Reform Act and its impact; the state of Britain politically, economically and socially by 1832



Exam Specification – Paper 1

Industrialisation and the people: Britain, c.1783-1885

Part two: the Age of Reform: Britain, 1832–1885 (A-level only)

Political change and social reform, 1832–1846 (A-level only)

- Government: Grey, Melbourne and the ideas and ideology of the Whig Party; the Tories in opposition and government; Peel and the transformation of the Conservative party
- The Whig response to social change; social reforms including: education, factory legislation, abolition of slavery, the Poor Law Amendment Act, the Municipal Corporations Act
- Pressure for change: Chartism; Irish radicalism; the Anti-Poor Law League; the Anti-Corn Law League; social reform campaigners including Shaftesbury and Chadwick
- The Conservative response to change: finance, administration and the economy; the Bank Charter Act; trade and business reform
- Economic developments: the railway 'revolution' and associated economic growth; agriculture and Corn Law repeal
- Social developments: conditions in urban Britain; changes in the lives of workers and the poor; unions and other working-class movements

Economy, society and politics, 1846–1885 (A-level only)

- Government and developing political organisation: the development of the political system and party realignment; the emergence of the Liberal Party
- Government and democracy: Gladstone, his ministries and ideas and policies; Disraeli, his ministries, ideas and policies; increasing democracy; legislation
- Pressure for change: social campaigns, Public Health reform; Chartism; pressure for parliamentary reform; Irish Nationalism
- Economic developments: the mid-Victorian boom; the 'golden age' of agriculture; industrial and transport developments; impact of increased trade; the Great Depression
- Social developments: prosperity and poverty in towns and countryside; regional divisions; influences including Evangelicalism; 'self-help'; trade unions and education
- The political, economic and social condition of Britain by 1885; the extent of democracy and Britain's industrial position



Exam Specification – Paper 2 – The Crisis of Communism: The USSR and the Soviet Empire, 1953-2000

2T The Crisis of Communism: The USSR and the Soviet Empire, 1953–2000 (A-level only)

This option provides for the study in depth of the practice and demise of Soviet Communism. It explores concepts such as de-Stalinisation, Glasnost, Perestroika and 'people power' and encourages students to reflect on issues of authority, leadership and legitimacy as well as the problems of communism in practice. Furthermore, this option will help students to understand issues surrounding Russia and Eastern Europe in the present day.

Part one: Crisis in the Soviet Union, 1953–2000

De-Stalinisation, 1953–1964

- The USSR in 1953: the Stalinist legacy; terror and paranoia; economic centralisation; the power vacuum and contenders: Malenkov, Beria, Molotov and Khrushchev; Khrushchev's success
- Khrushchev as leader: character; ideology and aims; style of leadership; political and legal reforms: the Secret Speech and de-Stalinisation within the USSR; changes to party organisation
- Economic and social developments: the reasons for and results of reform of industry and agriculture, including partial decentralisation and the virgin lands scheme; social conditions and living standards; the extent of the 'thaw' culturally
- Soviet foreign and international policies: split with China; peaceful coexistence with the West; the Cuban Missile Crisis; negotiations with the West over Berlin; the space programme

Years of Stagnation, 1964–1985

- Brezhnev as leader: reasons for Khrushchev's removal from power and Brezhnev's ascendancy; character, views and aims of Brezhnev and his associates in government; the nomenklatura system and corruption
- Economic and social policies and problems under Brezhnev: attempted reforms of Kosygin; the 10th Five Year Plan; agriculture; defence spending; consumer goods, living standards and life-styles for the elite and the workers
- Foreign and international policies: détente with the West; the invasion of Afghanistan and the impact on USSR; the Second Cold War
- Pressures for change and the reaction of the regime: political dissidents and protest, including Andrei Sakharov and Alexander Solzhenitsyn; the effect of the Helsinki accords; nationalist unrest; new leaders and political developments: Andropov; limited political and economic reform; Chernenko as leader and stagnation; the reformers and position of Gorbachev



Exam Specification – Paper 2 – The Crisis of Communism: The USSR and the Soviet Empire, 1953-2000

The Gorbachev Revolution, 1985–2000

- Gorbachev as leader: personality, aims and power base; reasons for perestroika, glasnost and demokratizatsiya; withdrawal from Afghanistan and readiness to end the Cold War; summit meetings leading to the Malta Agreement
- Economic, political and social policies under Gorbachev: impact of Chernobyl; attempts at economic restructuring and the outcome; the attempt to democratise the Soviet political system and its outcome; main political reforms
- Revolution and counter-revolution in the USSR: opposition to Gorbachev's policies; nationalist unrest; deepening economic and political crises; the coup of August 1991 and Yeltsin's counter-attack; Gorbachev's resignation as president; the collapse of the USSR; reasons for Gorbachev's apparent failure
- Yeltsin as leader: personality and aims; style of rule; economic and political problems and policies; political unrest; re-election and resignation; Putin as leader; the state of Russia politically, economically and socially by 2000

Part two: Crisis in the Soviet Empire, 1953–2000

Soviet Satellites, 1953–1968

- The political and economic condition of the satellite states of central Europe: Poland and the leadership of Gomulka; Czechoslovakia and the leadership of Novotny; Hungary and the leadership of Nagy; Rakosi, Gero and Kadar; East Germany and the leadership of Ulbricht; the political organisation and influence of the Communist Party; economic organisation, state of collectivisation and the centrally planned economy; political and economic strengths and weaknesses of states
- Life in the Soviet satellite states: enforced Sovietisation; the use of propaganda; living standards; education; state organisations; benefits and problems
- Repression in the Soviet satellite states: state security; secret police systems; censorship; legal systems; the Church; emigration restrictions and defections
- Threats to stability in the Soviet satellite states: risings in East Germany, Poland and Hungary; issues over Berlin and the Berlin Wall; Dubcek and the Prague Spring in Czechoslovakia; reasons for the threats, their development and outcome for the state and for its relations with USSR



Exam Specification – Paper 2 – The Crisis of Communism: The USSR and the Soviet Empire, 1953-2000

'Real existing Socialism', 1968–1980

- Political developments in the satellite states of central Europe: Poland and the leadership of Gierek; Czechoslovakia and the leadership of Husak; Hungary and the leadership of Kadar; the GDR and the leadership of Honecker; policy changes and the extent of reform
- Economic and social developments in the Soviet satellite states: economic reforms; strengths and weaknesses; the influence of the West, economically and socially
- Challenges to Soviet control in the Soviet satellite states: Western influence and the media; the impact of the Helsinki accords; political activism including Charter 77 and KOR (Czechoslovakia); Church organisations (Poland and GDR); contested elections (Hungary)
- Strikes and demonstrations in Poland; the emergence of Solidarity in 1980 and the reaction of the Polish government and USSR

The Collapse of the Soviet Empire, 1980–2000

- Political developments and activism within the satellite states before 1989: Jaruzelski and attempts to restrain Solidarity in Poland; pressure groups in Czechoslovakia and electoral contests in Hungary; regional peace workshops; the IFN and environmental groups in GDR
- The state of Communism in the satellite states of Romania and Bulgaria by 1989: leadership of Ceausescu in Romania and Zhivkov in Bulgaria; political and economic problems
- The collapse of Communism within the satellite states in 1989: reasons for and results of demonstrations and peaceful revolution in East Germany, Poland, Hungary, Czechoslovakia, Bulgaria and violent change in Romania
- The new national states of Eastern and Central Europe: political issues; problems of creating united and stable governments, including the separation of Czech and Slovak republics; the restoration of capitalism; closer ties with the West; political, economic and social progress and continuing difficulties by 2000



Assessment

Methods of formal assessment in History A-Level are:

1. **Fortnightly essays**
2. **Mock Examinations**

1. End of Unit Assessments

You will complete a timed essay every two weeks based on the content that you have been learning, at the end of a Chapter. You will be given a minimum of 1 weeks' notice to prepare for each assessment and may be allocated revision tasks as homework or may have to complete this in your own time. The below breaks down what content is in each Chapter, which you may be assessed on.

Section 1: Industrialisation	Content
Chapter 1	• Government and representation; national and local democracy • Whigs and Tories
Chapter 2	• Pitt the Younger as Prime Minister and his successors; Pitt's relationship with the King • The 1784 election; reform of finance, administration and trade
Chapter 3	• Industrialisation; the growth of cotton and other industries • Changes in power; the condition of agriculture
Chapter 4	• The middle class; the industrial workforce; landowners; agricultural labourers and the poor • Working conditions; standards of living; the Combination Acts
Chapter 5	• The political influence of the French Revolution; Irish rebellion and union • Radicalism and opposition; party splits • Demands for parliamentary reform • The political, economic and social impact of war



Home Learning & Independent Work

Objectives of a Sixth Form Homework Policy

Objectives of a John Roan Sixth Form Homework policy are as follows:

To enable our students to achieve the best grades that they are capable of at Post-16 through:

The consolidation and revision of learned material

- The application of learned material
- Preparation for lessons to enable access to challenging subject content
- To reinforce high expectations of our students as independent learners.
- To equip our students with the study skills required for University and other destinations

Expectation of subject homework

At The John Roan Sixth Form we aim to teach students to become independent learners who use their private study time effectively. Students will be given guidance and support with creating revision schedules, effective note taking, essay writing and academic literacy, but will also be expected to practise and demonstrate these in their home learning.

As a benchmark, students should expect to receive an amount of homework per subject that is equivalent to twice the number of contact hours that they receive in school: six hours per subject which amounts to 18 hours per week.

Deadlines

Failure to meet deadlines for homework will result in a one hour detention after school the following day, while repeated failures to meet homework deadline will escalate to an academic support plan or school based exclusion. Students who are placed into detention will still be expected to complete missed homework. Students are encouraged to communicate with teachers about other deadlines in place so that they can be supportive of work set in other subjects.

Homework setting

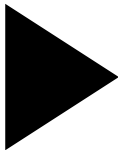
All homework will be set for students using Show My Homework which is available as an app which can be accessed via a mobile phone, or as a website that can be accessed via a computer. In some instances, homework will be set on software including Microsoft Teams. However, instructions for any homework set on these platforms will be repeated on Show My Homework to ensure consistency.



Homework & Independent Work

Three pieces of homework are set in History at Key Stage 5 per week. We also expect students to be completing homework in their own study time.

Examples of homework set at KS5 in A-Level History will typically include:

Revision	Application	Flipped-Learning
		
Revision homework tasks will enable you to consolidate your learning and eliminate gaps in subject knowledge, helping you to prepare for your exams.	Application homework tasks test for understanding of recently-acquired subject knowledge and develop your technique for exams.	Flipped learning homework tasks ensure that you are able to access challenging subject material and allow you to progress quickly through your course.
✓ Consolidating notes / developing Cornell notes ✓ Creating mind maps and flashcards ✓ Creating / revising from knowledge organisers ✓ Filling in your glossary booklet ✓ Filling in your timeline booklet ✓ Filling in your key individuals booklet ✓ Revising for a Chapter quiz	✓ An essay or question plan ✓ An essay question ✓ Preparing a presentation for a lesson ✓ Completing coursework or another assignment for a deadline ✓ Independent or guided research on a lesson topic ✓ Completing a topic quiz	✓ Pre-reading for the next lesson ✓ Preparation of notes in advance of a next lesson ✓ Answering comprehension questions ahead of a new topic ✓ Preparing a presentation for a lesson ✓ Independent or guided research ahead of a lesson

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How to get an A* at History A-Level

1. Attendance and punctuality

The best way to succeed in History is to be present in lesson with your teacher and accessing the materials and teaching.

If there is a reason for your absence, you must do your best to catch up with the work as soon as possible by using the links on SharePoint.

2. Homework

The homework that will be set each week is directly related to the content that you need to study but also the skills you need to master to access the exam. It is very important therefore that you complete this to a high level.

3. High quality revision and retrieval

Learning requires a change in long-term memory. This means you must regularly review the content that you have studied in class at regular intervals.

One way of doing this is to create a revision resource for each Chapter that you study. This could include flash-cards that you can self-quiz with, mindmaps or review questions.

You should then build in time during your study periods to review this content.

4. Application to exam questions and exam practice

There is a lot of knowledge and content that you will have to learn in order to succeed in the course. In addition to reviewing the content you will also have to apply this to practice exam questions.

This does not always mean completing timed essay's, but could also mean planning essays and practising constructing historical arguments through drafting introductions and conclusions.



Essential Resources & Wider Reading

Paper 1 Industrialisation and the people: Britain, c.1783-1885



Books

Key texts for classroom and individual study

- R Brown and R Pearce, *Radicalism and Reform: England 1780–1846*, CUP, 2000
- R Stern, *Government and Reform – Britain 1815–1918*, Hodder, 2000
- D Wellbourne and C Evans, *Britain 1783–1851: from Disaster to Triumph?*, Hodder, 2003
- D Murphy, R Staton, P Walsh-Atkins and N Whiskerd, *Britain 1783–1918*, Collins, 2003
- A Fortune, *Industrialisation and the People; Britain, c.1783-1885*, OUP

Useful books for students

- D Englander, *Poverty and Poor Law Reform in 19th century Britain*, Routledge, 1998
- E Evans, *Parliamentary Reform in Britain, 1800–1918*, Routledge, 1999
- E Evans, *The Forging of the Modern State: Early industrial Britain, 1783–1870*, Routledge, 2001
- D Fraser, *The Evolution of the British Welfare State*, Palgrave Macmillan, 2002
- SJ Lee, *Aspects of British Political History, 1815–1914*, Routledge, 1994
- M Lynch, *Access to History: An introduction to 19th century British History*, Hodder, 1999
- R Rees, *Poverty and Public Health 1815–1948*, Heinemann, 2001
- R Whitfield, *The Extension of the Franchise*, Heinemann, 2001
- S Lang, *Parliamentary Reform, 1785–1928*, Routledge, 1999

Reference books

- G Alderman, *Modern Britain, 1700–1983*, Routledge, 1986
- M Bentley, *Politics Without Democracy, 1815–1914*, Wiley-Blackwell, 1999
- A Briggs, *The Age of Improvement: Britain, 1783–1867*, Routledge, 1999
- H Cunningham, *The Challenge of Democracy: Britain, 1832–1918*, Routledge, 2001
- MJ Daunt, *Progress and Poverty: An Economic and Social History of Britain, 1700–1850*, OUP, 1995
- JR Davis, *The Great Exhibition*, OUP, 1995
- N Gash, *Aristocracy and People: Britain, 1815–1865*, Edward Arnold, 1983
- JFC Harrison, *Early Victorian Britain, 1832–51*, Harper, 2008
- B Hilton, *A Mad, Bad and Dangerous People*, OUP, 2008

Students are also encouraged to borrow books from the History Department's vast library



Essential Resources & Wider Reading

Paper 1 Industrialisation and the people: Britain, c.1783-1885



Books

Reference books

- E Hobsbawm, *The Age of Revolution 1789–1848*, Vintage, 1996
- E Hobsbawm, *The Age of Capital 1848–1875*, Vintage, 1996
- K Hoppen, *The Mid-Victorian Generation, 1846–1886*, OUP, 1998
- C Matthew, *The Nineteenth Century: the British Isles, 1815–1901*, OUP, 2000
- GE Mingay, *The Transformation of Britain, 1830–1939*, Paladin, 1987
- N McCord and B Purdew, *British History, 1815–1914*, OUP, 2007
- D Thompson, *The Chartists: Popular Politics in the Industrial Revolution*, Breviary Stuff publications, 2013
- EP Thompson, *The Making of the English Working Class*, Vintage, 1966
- FML Thompson, *The Rise of Respectable Society: A Social History of Victorian Britain, 1830– 1900*, Fontana, 1988
- FML Thompson, *The Cambridge Social History of Britain, 1750–1950*, Cambridge, 1990
- AN Wilson, *The Victorians*, Arrow, 2003
- GM Young, *Victorian England: Portrait of an Age*, OUP, 1989
- RK Webb, *Modern Britain 1700–1983*, Routledge, 1986



Visual sources and websites

- <http://www.british-history.ac.uk/>
- <http://www.englishhistoricaldocuments.com/>
- www.fordham.edu/Halsall/mod/modsbook20.asp
- <http://www.nationalarchives.gov.uk/records/looking-for-subject/19th-century-political-history.htm>
- <http://www.thecore.nus.edu.sg/landow/victorian/victorian.html>
- www.indiana.edu/victoria
- www.victorianweb.org
- Historical Association podcasts:
http://www.history.org.uk/resources/student_resources_110.html
- TES: <http://www.tes.co.uk/history-secondary-teaching-resources/>
- Teachit history: www.teachithistory.co.uk



Essential Resources & Wider Reading

Paper 1 Industrialisation and the people: Britain, c.1783-1885



Podcasts



The British
History
Podcast



History Extra
podcast



Dan Snow's
History Hit



The Rest Is
History



British Hist...
Royals,
Rebels, an...



The History of
England



In Our Time



British History
Series



In Our Time:
History



Essential Resources & Wider Reading

Paper 2 – The Crisis of Communism: The USSR and the Soviet Empire, 1953-2000



Books

Key texts for classroom and individual study

- J Laver, *Triumph and Collapse: Russia and the USSR 1941-1991*, Nelson Thornes, 2009
- A Todd, *The Soviet Union and Eastern Europe 1924-2000*, Cambridge University Press, 2012
- S Waller, *From Defeat to Unity: Germany 1945-1991*, Nelson Thornes, 2010 Useful books for students
- T Crump, *Brezhnev and the decline of the Soviet Union*, Routledge, 2013
- D Evans and J Jenkins, *Years of Russia, the USSR and the Collapse of Soviet Communism*, Hodder Arnold (2nd edn), 2001
- S J Lee, *Russia and the USSR*, Routledge, 2005
- J Laver, C Rowe and D Williamson, *Years of Division, Europe since 1945*, Hodder Murray, 1999
- D Marples, *The Collapse of the Soviet Union 1985-1991*, Longman, 2004
- M McCauley, *The Khrushchev Era 1954-1964*, Longman, 1995
- M McCauley, *The Soviet Union 1917-1991*, Longman (2nd edn), 1981
- J Smith, *Fall of Soviet Communism 1986-1991*, Palgrave Macmillan, 2005
- W Thompson, *The Soviet Union under Brezhnev*, Routledge, 2003

Reference books

- A Applebaum, *Iron Curtain: The Crushing of Eastern Europe 1944-56*, Penguin, 2013
- E Bacon and M Sandle (eds), *Brezhnev Reconsidered*, Palgrave Macmillan, 2002
- A Brown, *The Gorbachev Factor*, Oxford University Press, 1997
- M Dennis, *The rise and fall of the German Democratic republic*, Longman, 2000
- R Edmonds, *Soviet Foreign Policy – the Brezhnev Years*, Oxford University Press, 1983
- D Filtzer, *The Khrushchev Era*, Macmillan, 1993
- M Fulbrook, *Anatomy of a dictatorship: Inside the GDR 1949-1989*, Oxford University Press, 1997
- M Fullbrook, *The Fontana History of Germany 1918-1990, the Divided Nation*, Fontana, 1991
- T Garton-Ash, *The Polish revolution: Solidarity*, Yale University Press, 2002
- T Garton-Ash, *The Magic Lantern: The Revolution of '89 Witnessed in Warsaw, Budapest, Berlin, and Prague*, Vintage Books, 1993
- G Hosking, *A History of the Soviet Union 1917-1991*, Fontana, 1992
- M Ilic and J Smith (eds), *Soviet State and Society Under Nikita Khrushchev*, Routledge, 2011



Essential Resources & Wider Reading

Paper 2 – The Crisis of Communism: The USSR and the Soviet Empire, 1953-2000



Books

Reference books

- T Judt *Postwar: A history of Europe since 1945*, Oxford paperbacks, 2006
- J Keep, *Last of the Empires*, Oxford University Press, 1996
- D Lane, *Soviet Society under Perestroika*, Routledge, 1992
- G Lapidus, V Zaslavsky and P Goldsmith, *From Union to Commonwealth*, Cambridge University Press, 1992
- D Marples, *The Collapse of the Soviet Union 1985-1991*, Longman, 2004
- R Medvedev and Zhores, *Khrushchev: the Years in Power*, Oxford University Press, 1977
- A Nove, *An Economic History of the USSR 1917-1991*, Penguin, 1993
- V Sebestyen, *Revolution 1989, the Fall of the Soviet Empire*, Phoenix, 2010
- V Sebestyen, *Twelve Days: Revolution 1956. How the Hungarians tried to topple their Soviet masters*, Phoenix, 2007
- R Service, *A History of Twentieth Century Russia*, Penguin, 1997
- J Smith, *The Fall of Soviet Communism*, Palgrave Macmillan, 2005
- G Swain, *Eastern Europe since 1945*, Palgrave Macmillan, 2009
- R Walker, *Six Years that shook the World: Perestroika –the impossible project*, Manchester University Press, 1993
- S White, *After Gorbachev*, Cambridge University Press, 1993
- V Zubok, *A Failed Empire: The Soviet Union in the Cold War from Stalin to Gorbachev*, University of North Carolina, 2009

Students are also encouraged to borrow books from the History Department's vast library



Essential Resources & Wider Reading

Paper 2 – The Crisis of Communism: The USSR and the Soviet Empire, 1953-2000



Podcasts



The Russian
History
Podcast



Russian
Rulers History
Podcast



The Russia
File



The Great
After Show
Podcast



To Russia
With Love
(TRWLpod...)



Russian Pod-
Stories from
Russia



smarthistories.com

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Essential Resources & Wider Reading

Paper 2 – The Crisis of Communism: The USSR and the Soviet Empire, 1953-2000



Biographies and first-hand accounts

- T Garton-Ash, *We the People: the revolution of 1989*, Penguin, 1999
- M Gorbachev, *Memoirs*, Doubleday, 2007
- N Khrushchev, *Khrushchev remembers*, Andre Dutsch, 1974
- S Khrushchev, *Memoirs of Nikita Khrushchev*, Penn State University Press, 2007
- M McCauley, *Gorbachev*, Longman, 1994
- P Molloy, *The Lost world of Communism*, BBC books, 2009
- W Taubman, *Khrushchev: the Man and his Era*, Norton, 2005



Visual sources and websites

- <http://chnm.gmu.edu/1989/primarysources>
- <http://www.libraries.iub.edu/index.php?pageId=1001156>
- <http://www.centraleuropeanobserver.com/on-line-primary-sources>
- <http://libguides.adelaide.edu.au/content.php?pid=296810&sid=2436821>
- <http://germanhistorydocs.ghi-dc.org/>



University Courses & Career Paths



Transferrable skills

Critical thinking
Analysis
Debate

Public speaking
Presentation skills
Extended writing

Source analysis
Citizen education
Linking concepts



University Courses

The types of degree courses, which need or accept history A Level include:

Archaeology, Architecture and Anthropology, Classics, History, History of Art, Law, Philosophy, and Politics.



Career Paths



Finance



Academia



The Arts



Business



Journalism



Law



Charities



Marketing



Theatre/TV



Technology



Thinktanks



Politics



Travel



Retail



Education

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