

# AS Level History Student Handbook

Exam board AQA



The Tudors:  
England, 1485-1603



Revolution and Dictatorship:  
Russia and the Soviet Union, 1917-1953

**fortismere**

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## Course Outline

History is an interesting and engaging topic. The study of the past broadens your mind by getting you to consider that the world has not always been as it is today and makes you realise that it therefore won't always be as it is now. History also complements any other choice of A-levels – whether it is as part of a combination of largely Humanities subjects, or a broadening subject to compliment the sciences and give you essay-writing skills, or to give you the ability to understand the context in subjects such as English, Politics, and Classics. At Fortismere, we offer a broad and balanced diet of History at A-level, including British and non-British, early-modern and modern topics to prepare you better for university, in case you want to take History to degree level. Furthermore, History gives you useful and transferable skills. It teaches you how to write analytical essays, which is a vital skill you need at degree level even if you do subjects like the Sciences. It teaches you how to think critically rather than simply accept what you are told. It teaches you how to debate and argue logically, which is a useful skill at university, in the world of work and in life. As a result of this, History is a widely respected by universities and employers.

	<b>Course overview</b>	<b>AS Level (Year 12)</b>	<b>A Level (Year 13)</b>
<b>Unit 1C</b> <b>The Tudors:</b> <b>England, 1485-1603</b>	<p>This course is a <b>study in breadth</b> of issues of change, continuity, cause and consequence in this period. You will be assessed on your understanding of <b>interpretations</b> and your <b>knowledge</b> of the events covered.</p> <p>For each monarch, you will consider:</p> <ul style="list-style-type: none"> <li>- How effectively did the Tudors restore and develop the powers of the monarchy?</li> <li>- In what ways and how effectively was England governed during this period?</li> <li>- How did relations with foreign powers change and how was the succession secured?</li> <li>- How did English society and economy change and with what effects?</li> <li>- How far did intellectual and religious ideas change and develop and with what effects?</li> <li>- How important was the role of key individuals and groups and how were they affected by developments?</li> </ul>	<p>Henry VII (1485-1509)</p> <p>Henry VIII (1509-1547)</p>	<p>Edward VI (1547-1553)</p> <p>Mary I (1553-1558)</p> <p>Elizabeth I (1558-1603)</p>
<b>Unit 2N</b> <b>Revolution and Dictatorship: Russia and the Soviet Union, 1917–1953</b>	<p>This course is a <b>study in depth</b> of the coming and practice of communism in Russia. You will be assessed on your <b>ability to assess primary sources</b> and your <b>knowledge</b> of the events covered.</p> <p>Across the course, you will explore concepts such as: Marxism, Communism, Leninism, Stalinism, ideological control and dictatorship.</p>	<p>Dissent and revolution (1917)</p> <p>The consolidation of Bolshevik power (1918-1924)</p> <p>Stalin's rise to power (1924-1929)</p>	<p>Economy and society (1929-1941)</p> <p>Stalinism, politics, and control (1929-1941)</p> <p>The Great Patriotic War and Stalin's dictatorship (1941 -1953)</p>
<b>Unit 3</b> <b>American Civil Rights, 1863-1992</b>	<p>This course is an <b>investigation of a historical issue</b> focusing on the experience of African-Americans in the United States from 1863 to 1992. It culminates in a 4,000 word essay exploring a question you develop and set yourself, with guidance from your teachers. You will use both primary sources and historical interpretations in order to develop your argument.</p>	<p>The content of this course is delivered in the six week period after your AS exams. You will then spend the summer reading and developing a question, with the aim of completing a first draft by Christmas. Work for this unit runs along-side your taught units in Year 13, but is primarily done independently.</p>	

## History Exams

### AS History

All students will write two exams at the end of Year 12, one on the Tudors course and one on the Russia course. Should you choose not to carry on studying History in Year 13, these two exams will each make up 50% of your AS grade. There is no coursework component to AS History. These exams do not contribute to the A Level mark for students who choose to study History throughout Year 12 and Year 13.

### A-Level History

Your A Level History grade is comprised of the results of two exams and one coursework essay. Each of the two exams, written at the end of Year 13 and including content from both Year 12 and Year 13, is worth 40% of your overall grade. Your coursework, researched across the summer between Year 12 and Year 13 and primarily written in the autumn term of Year 13, is worth 20% of your overall grade.

	<b>AS Exam</b>	<b>A Level Exam</b>
<p><b>Unit 1C</b> <b>The Tudors: England, 1485-1603</b></p>	<p>You have <b>1 hour and 30 minutes</b> for this exam, during which time you will answer <b>two questions</b>, each worth <b>25 marks</b>. The exam is out of a total of <b>50 marks</b>.</p> <p>You will answer <b>one compulsory question</b> worth 25 marks on your ability to understand <b>historical interpretations</b>. You are asked to <b>assess how convincing</b> two historian's opinions are based on short extracts and reach a conclusion as to which of the two is more convincing.</p> <p>You will answer <b>one of two questions</b> worth 25 marks assessing <b>your knowledge</b>. You are given a statement and asked to <b>explain why you agree or disagree</b> with it. You will need to write a balanced answer leading to a supported conclusion in answer to the question.</p>	<p>You have <b>2 hours and 30 minutes</b> for this exam, during which time you will answer <b>three questions</b>, one worth <b>30 marks</b> and two worth <b>25 marks</b>. The exam is out of a total of <b>80 marks</b>.</p> <p>You will answer <b>one compulsory question</b> worth 30 marks on your ability to understand <b>historical interpretations</b>. You are asked to <b>assess how convincing</b> three historian's opinions are based on short extracts.</p> <p>You will answer <b>two of three questions</b> worth 25 marks assessing <b>your knowledge</b>. You are given a statement and asked to <b>explain why you agree or disagree</b> with it. You will need to write a balanced answer leading to a supported conclusion in answer to the question.</p> <p>The content of the exam includes material covered in both Year 12 and Year 13.</p>
<p><b>Unit 2N</b> <b>Revolution and Dictatorship: Russia and the Soviet Union, 1917-1953</b></p>	<p>You have <b>1 hour and 30 minutes</b> for this exam, during which time you will answer <b>two questions</b>, each worth <b>25 marks</b>. The exam is out of a total of <b>50 marks</b>.</p> <p>You will answer <b>one compulsory question</b> worth 25 marks assessing your ability to use <b>primary sources</b>. You are asked to <b>assess the value</b> of two sources for studying a particular aspect of the course and reach a conclusion as to which of the two is more valuable.</p> <p>You will answer <b>one of two questions</b> assessing <b>your knowledge</b>. You are given a statement and asked to <b>explain why you agree or disagree</b> with it. You will need to write a balanced answer leading to a supported conclusion in answer to the question.</p>	<p>You have <b>2 hours and 30 minutes</b> for this exam, during which time you will answer <b>three questions</b>, one worth <b>30 marks</b> and two worth <b>25 marks</b>. The exam is out of a total of <b>80 marks</b>.</p> <p>You will answer <b>one compulsory question</b> worth 30 marks assessing your ability to use <b>primary sources</b>. You are asked to <b>assess the value</b> of three sources for studying a particular aspect of the course.</p> <p>You will answer <b>two of three questions</b> worth 25 marks assessing <b>your knowledge</b>. You are given a statement and asked to <b>explain why you agree or disagree</b> with it. You will need to write a balanced answer leading to a supported conclusion in answer to the question.</p> <p>The content of the exam includes material covered in both Year 12 and Year 13.</p>

## AS History Exam Mark Schemes

### Question type 1: Understanding and assessing historians' opinions (Tudors exam only)

#### Generic Mark Scheme

L5:	Answers will display a good understanding of the interpretations given in the extracts. They will evaluate the extracts thoroughly in order to provide a well-substantiated judgement on which offers the more convincing interpretation. The response demonstrates a very good understanding of context.	21-25
L4:	Answers will display a good understanding of the interpretations given in the extracts. There will be sufficient comment to provide a supported conclusion as to which offers the more convincing interpretation. However, not all comments will be well-substantiated, and judgements may be limited. The response demonstrates a good understanding of context.	16-20
L3:	The answer will show a reasonable understanding of the interpretations given in the extracts. Comments as to which offers the more convincing interpretation will be partial and/or thinly supported. The response demonstrates an understanding of context.	11-15
L2:	The answer will show some partial understanding of the interpretations given in the extracts. There will be some undeveloped comment in relation to the question. The response demonstrates some understanding of context.	6-10
L1:	The answer will show a little understanding of the interpretations given in the extracts. There will be only unsupported, vague or generalist comment in relation to the question. The response demonstrates limited understanding of context.	1-5
	Nothing worthy of credit.	0

### Question type 2: Understanding and assessing primary sources (Russia exam only)

#### Generic Mark Scheme

L5:	Answers will display a very good understanding of the value of the sources in relation to the issue identified in the question. They will evaluate the sources thoroughly in order to provide a well-substantiated conclusion. The response demonstrates a very good understanding of context.	21-25
L4:	Answers will provide a range of relevant of well-supported comments on the value of the sources for the issue identified in the question. There will be sufficient comment to provide a supported conclusion but not all comments will be well-substantiated, and judgements will be limited. The response demonstrates a good understanding of context.	16-20
L3:	The answer will provide some relevant comments on the value of the sources and there will be some explicit reference to the issue identified in the question. Judgements will however, be partial and/or thinly supported. The response demonstrates an understanding of context.	11-15
L2:	The answer will be partial. There may be <b>either</b> some relevant comments on the value of one source in relation to the issue identified in the question <b>or</b> some comment on both, but lacking depth and have little, if any, explicit link to the issue identified in the question. The response demonstrates some understanding of context.	6-10
L1:	The answer will <b>either</b> describe source content <b>or</b> offer stock phrases about the value of the source. There may be some comment on the issue identified in the question but it is likely to be limited, unsubstantiated and unconvincing. The response demonstrates limited understanding of context.	1-5
	Nothing worthy of credit.	0

**Question type 3: Knowledge and understanding of events in history (Tudors and Russia exams)**

**Generic Mark Scheme**

<b>L5:</b>	Answers will display a good understanding of the demands of the question. They will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment leading to substantiated judgement.	<b>21-25</b>
<b>L4:</b>	Answers will show an understanding of the question and will supply a range of largely accurate information which will show an awareness of some of the key issues and features. The answer will be effectively organised and show adequate communication skills. There will be analytical comment in relation to the question and the answer will display some balance. However, there may be some generalisation and judgements will be limited and only partially substantiated.	<b>16-20</b>
<b>L3:</b>	The answer will show some understanding of the full demands of the question and the answer will be adequately organised. There will be appropriate information showing an understanding of some key features and/or issues but the answer may be limited in scope and/or contain inaccuracy and irrelevance. There will be some comment in relation to the question.	<b>11-15</b>
<b>L2:</b>	The answer will be descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist.	<b>6-10</b>
<b>L1:</b>	The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment.	<b>1-5</b>
	Nothing worthy of credit.	<b>0</b>

## History Style Guide

For your History A-Level you will be writing three answers to three types of exam questions. These will change slightly between the AS exam, and final A-Level exam, however they remain mostly the same:

- **Tudors, Section A:** *An Analysis of Historical Interpretations*
- **Russia, Section A:** *An Analysis of Historical Sources*
- **Tudors AND Russia, Section B:** *Historical Essay*

However, regardless of what exam question you are answering in what exam, you will still be using the same type of **ACADEMIC DISCOURSE** or **WRITING STYLE**. No matter what exam question you are answering you will always need to construct developed arguments in response to sophisticated questions, supported by factual evidence.

Your teacher will model good writing practice and support your efforts to improve. This short guide exemplifies the key language features of academic discourse that you must learn to embed in your essays. It is designed to help you make the leap from what is expected at GCSE to an A-Level style of writing. Use this style guide when you are writing essays to help you develop your written discourse.

### Pre-writing checklist

<i>Have you...</i>	<b>Y / N</b>
Broken down the question to find the focus and the suggested factor?	
Checked over the content you will need to use for this essay?	
Checked over the success criteria for the type of question you are completing?	
Checked how long you should spend on this question and set up a timer?	
Planned how you would approach your argument and structure?	
Defined your key terms?	
Checked your targets from your last essay to ensure you don't make the same mistakes?	

### Post-writing checklist

<i>Have you...</i>	<b>Y / N</b>
Highlighted your essay to show where you met the success criteria?	
Indicated to the teacher where time ran out?	
Put your name, class, and the date on every page?	
Stapled, paper-clipped, or put your work in a plastic wallet?	

## All essays require:

1. **Discourse markers.** They introduce a topic, move an argument forward, signal comparison and contrast and draw an argument to a close. They can be used at the start of paragraphs as well as in the body of your text. Examples of discourse markers are:

*However*

*Moreover*

*Furthermore*

*Additionally*

*Likewise*

*Another point is*

*Significantly*

*Similarly*

*Comparatively*

*Contrastingly*

*Finally*

*In conclusion*

2. **Connective phrases** ('lexical bundles'): These are phrases that link your quotes to your analysis and explorations of the text, enabling you to succinctly move between text and your comments. Examples include:

*which suggests that...*

*which implies that...*

*the fact that...*

*the impact of this is...*

*from which we can infer that...*

*the impact of this is...*

*which conveys that...*

*which demonstrates that...*

*which contrasts with*

3. **Higher level verbs/verb phrases:** at primary school you show and tell, but you need to draw on a more sophisticated range of verbs to signal explanation, analysis and evaluation of a quotation or example. Be careful about what word you use: do not say a word or technique "shows" something unless it definitely does. For example, a Classical Source rarely "shows" anything.

*suggests*

*implies*

*depicts*

*illustrates*

*denotes*

*infer*

*emphasizes*

*conveys*

*explores*

*expresses*

4. **Comparative language:** you will need to be able to draw comparisons and contrasts between different Classical Sources in Year 13 as part of your evaluation (AO2a). Effectively used comparative language enables you to do this clearly and fluently.

*not only...*

*but also...*

*in contrast...*

*whereas*

5. **Passive voice** – the use of the passive voice creates a detached, academic tone in your writing, suggesting an exploration of different critical or analytical viewpoints rather than personal viewpoint.

*This essay will argue that...*

*The most convincing argument is that...*

*Therefore, it is clear that...*

*It can be suggested that...*

*It has been implied that...*

*It was described as...*

*It can be inferred from this...*

6. **Modal verbs:** these suggest possibility, that something *could* or *might* be true but that there are a range of interpretations. It's useful to use modal verbs when you are exploring different readings of a text, either language analysis, or critical reading.

*could...*

*can...*

*should...*

*might...*

7. **Complex sentences**, with subordinate clauses to support the development of an analytical, non-narrative writing style. Complex sentences enable you to develop and explore ideas in detail. Simple sentences are well...too simple: "*Domitian was cruel*" doesn't really give enough detail. Compound sentences encourage a narrative writing style that doesn't suit discursive essays: "*Domitian was cruel and wanted to punish those who opposed him, so ended up arguing with the Senate which was a disaster*". So use the other techniques listed to help you build up your sentences and improve your analysis.

### **History essays in particular require:**

1. **Use of evidence:** All points made in History must be supported by evidence. Evidence is information, drawn from the past, and used to prove statements. Your essays must always clearly signpost to the reader when you are doing this using specific terminology.

*For example...*

*This is supported by...*

*This is shown by...*

*An example of this is...*

2. **Clear line of argument:** Finally, all History represents your own personal interpretation of events and all essays must contain your argument. This must be stated clearly in the Introduction, sustained through the main body of the essay, and fully justified in the Conclusion. In building your argument, you should structure your essay to consider both sides of the argument and all themes.

*This essay will argue that...*

*However, the most convincing argument is...*

*Indeed, it is clear that...*

*In conclusion...*

*Therefore, it is clear that...*



## History Personalised Learning Checklists

### Personalised Learning Checklist

### AS Unit 1: The Tudors, 1485-1603

	Confident	Developing	With difficulty
<b>Henry VII: 1485-1509</b> <i>I know and can explain...</i>			
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.			
<b>Henry VIII: 1509-1547</b> <i>I know and can explain...</i>			
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.			

<b>Exam Skills and Essay Writing</b> <i>I can effectively...</i> (Letters in brackets indicate which section of the exam the skill is relevant for.)			
Identify the interpretations of an extract. (A)			
Use good contextual knowledge to challenge the interpretations of an extract. (A)			
Use good contextual knowledge to corroborate interpretations of an extract. (A)			
Introduce and maintain a clear line of argument throughout an essay in answer to a question. (A,B)			
Choose and deploy detailed evidence to support an argument demonstrating a thorough understanding of context. (A,B)			
Maintain a high quality of writing, with a clear structure and accurate language throughout. (A,B)			
Structure a <b>25 mark interpretations essay</b> comparing two extracts and reaching a supported judgement about which is more convincing.			
Structure a <b>25 mark knowledge essay</b> , considering two sides of an argument and reaching a supported judgement in answer to a question. (B)			
<b>Reading and Watching</b> <i>I have...</i>			
Read all relevant sections of the <i>AQA Tudor textbook</i> and used them to make revision notes			
Sought out and read relevant sections of other Tudors textbooks to support my understanding.			
Sought out and read at least five articles from the History extension reading collection or from relevant publications.			
Borrowed at least two books from the History Department library to support my understanding of the topics covered.			
Sought out and watched at least one documentary relevant to the course, e.g. <i>The Winter King</i>			
<b>Organisation and General Study Skills</b> <i>I consistently...</i>			
Attend lessons and arrive punctually. If I do miss a lesson, I am proactive about catching up.			
Bring my folder to lesson and keep work filed in the appropriate section.			
Complete homework, whether readings, revision notes or exam practice essays, to the best of my ability and by the deadline set.			

	Confident	Developing	With difficulty
<b>Dissent and Revolution, 1917</b> <i>I know and can explain...</i>			
The state of Russia before the revolutions.			
The impact of the First World War on Russia.			
The causes and events of the February Revolution.			
The challenges facing the Provisional Government between the revolutions.			
The actions and policies of the Provisional government between the revolutions.			
The causes and events of the October Revolution.			
<b>The Bolshevik Consolidation of Power, 1917-1924</b> <i>I know and can explain...</i>			
Actions and policies of the Bolshevik government before the outbreak of Civil War.			
The causes and events of the Russian Civil War, including Trotsky's role.			
The impact of the Russian Civil War on the Russian economy, society, and government.			
Opposition to Bolshevik control as a result of Civil War actions.			
Foreign reactions to the newly Bolshevik Russia, including interventions in the Civil War.			
The Bolshevik government's foreign policy, including the creation of the Comintern.			
<b>Stalin's Rise to Power, 1924-1929</b> <i>I know and can explain...</i>			
The impact of Lenin's death and the contents of his testament.			
The character, strengths, and weaknesses of the contenders for power after Lenin's death.			
The ideological debates and issues of the leadership struggle.			
The events and factors leading to Stalin's successful seizure of power.			
The early consolidation of Stalin's power, including economic, foreign policy, and political changes.			
The early establishment of the Stalinist cult, including the use of propaganda.			

<b>Exam Skills and Essay Writing</b> <i>I can effectively...</i> (Letters in brackets indicate which section of the exam the skill is relevant for)			
Evaluate sources based on content and argument, cross-referencing to historical context. (A)			
Evaluate sources based on tone, cross-referencing to historical context. (A)			
Evaluate sources based on provenance, cross-referencing to historical context. (A)			
Introduce and maintain a clear line of argument throughout an essay in answer to a question. (A,B)			
Choose and deploy detailed evidence to support an argument demonstrating a thorough understanding of context. (A,B)			
Maintain a high quality of writing, with a clear structure and accurate language throughout. (A,B)			
Structure a <b>25 mark source essay</b> comparing two sources and reaching a supported judgement as to which is more valuable. (A)			
Structure a <b>25 mark knowledge essay</b> , considering two sides of an argument and reaching a supported judgement in answer to a question. (B)			
<b>Reading and Watching</b> <i>I have...</i>			
Read all relevant sections of the <i>SHP: Communist Russia under Lenin and Stalin</i> textbook.			
Sought out and read relevant sections of other Russian textbooks to support my understanding.			
Sought out and read at least five relevant articles from publications such as <i>History Review</i> .			
Borrowed at least two books from the History Department library to support my understanding.			
Sought out and watched at least one documentary relevant to the course, e.g. <i>The Russian Revolution in Colour</i> .			
<b>Organisation and General Study Skills</b> <i>I consistently...</i>			
Attend lessons and arrive punctually. If I do miss a lesson, I am proactive about catching up.			
Bring my folder to lesson and keep work filed in the appropriate section.			
Complete homework, whether readings, revision notes or exam practice essays, to the best of my ability and by the deadline set.			

## History Reading List

Reading around the topics studied is essential to success in most subjects, but perhaps especially so in History. Reading a combination of textbooks, academic history books, and articles will support you to achieve highly in your exams, as well as establishing the good study skills that will allow you to meet the challenges of whatever future studies you choose to pursue.

The following books have been recommended by either your teachers or your exam board to support your studies. They are available through the History Department extended reading library, the Sixth Form section of the library, or your local library. These are in addition to your course textbooks, which are of course your starting point.

### **Unit 1C: Tudors, 1485-1603**

#### *Textbooks*

- C Lee, *Britain, 1483-1529*, Nelson Thornes, 2008
- R Carpenter, *The Church in England and the Struggle for Supremacy, 1529-1547*, Nelson Thornes, 2009
- M Tillbrook, *The Triumph of Elizabethan Britain 1547-1603*, Nelson Thornes, 2009
- I Dawson, *The Tudor Century*, Nelson Thornes, 1993
- D Murphy (ed), *England 1485-1603*, Collins, 1999
- N Fellows, *Disorder and Rebellion in Tudor England*, Hodder, 2009
- R Lockyer & D O'Sullivan, *Tudor Britain 1485-1603*, Longman, 1993
- K Randall, *Henry VIII and the Government of England*, Hodder, 2001
- K Randall, *Henry VIII and the Reformation in England*, Hodder, 2001
- J Warren, *Elizabeth I: Meeting the Challenge*, Hodder, 2008

#### *Academic History Books*

- G W Bernard, *The Kings Reformation*, Yale, 2005
- C Carpenter, *The Wars of the Roses*, CUP, 1997
- C S L Davies, *Peace, Print and Protestantism*, Paladin, 1995
- S Doran, *Princes, Pastors and People*, Routledge, 1991
- E Duffy, *The Stripping of the Altars*, Yale, 1992
- G R Elton, *England Under the Tudors*, Routledge, 1991
- A Fletcher & D MacCulloch, *Tudor Rebellions*, Longman, 2004
- Griffiths (ed), *The Experience of Authority in Early Modern England*, Macmillan, 1996
- S Gunn, *Early Tudor Government*, Macmillan, 1995
- J Guy, *Tudor England*, OUP, 1998 • C Haigh, *The Reign of Elizabeth*, Macmillan, 1984
- C Haigh, *English Reformations*, Clarendon Press, 1993
- J Loach, *The Mid Tudor Polity 1540-1560*, Macmillan, 1980
- D Loades, *The Mid-Tudor Crisis, 1545-1565*, Palgrave, 1992
- D Loades, *Politics and the Nation 1450-1660*, Blackwell, 1999
- D M Palliser, *The Age of Elizabeth*, Longman, 1992
- A J Pollard, *The Wars of the Roses*, Macmillan, 1988
- J Scarisbrick, *The Reformation and the English People*, Blackwell, 1984
- A G R Smith, *Emergence of A Nation State*, Pearson, 1997
- P Thomas, *Authority and Disorder in Tudor Times 1485-1603*, CUP, 1999

## Unit 2N: Russia in Revolution and Dictatorship, 1917-1953

### Textbooks

- J Laver, *The Impact of Stalin's Leadership in the USSR 1924-41*, Nelson Thornes, 2008
- J Laver, *Triumph and Collapse: Russia and the USSR 1941-1991*, Nelson Thornes, 2009
- S Philips, *Stalinist Russia*, Heinemann, 2000
- A Todd, *The Soviet Union and Eastern Europe 1924-2000*, CUP, 2012
- S Waller, *Imperial Russia, Revolutions and the emergence of the Soviet State 1853-1924*, CUP, 2012
- G Darby, *The Russian Revolution*, Longman, 1998
- D Evans and J Jenkins, *Years of Russia, the USSR and the Collapse of Soviet Communism*, Hodder Arnold, 2001
- J Laver, *The Modernisation of Russia 1856-1985*, Heinemann, 2002
- S J Lee, *Russia and the USSR*, Routledge, 2005
- M Lynch, *Reaction and Revolutions: Russia 1881-1924*, Hodder Murray, 2005
- M McCauley, *Russia 1917-1941*, Sempringham, 1997
- M McCauley, *Stalin and Stalinism*, Longman, 2003
- D Murphy and T Morris, *Russia 1855-1964*, Collins, 2008
- A Wood, *The Russian Revolution*, Longman, 1986

### Academic History Books

- A Applebaum, *Gulag*, Penguin, 2004
- J Arch Getty, *Origins of the Great Purges*, Cambridge University Press, 1985
- V Brovkin, *Russia after Lenin*, Routledge, 1998
- E Crankshaw, *The Shadow of the Winter Palace*, Penguin, 1976
- G Darby, *The Russian Revolution 1861-1924*, Longman, 1998
- R Davies, M Harrison & S Wheatcroft, *The Economic Transformation of the Soviet Union 1913-1945*, Cambridge University Press, 1993
- S Davies, *Popular Opinion in Stalin's Russia*, Cambridge University Press, 1997
- Figs, *A Peoples Tragedy: The Russian Revolution, 1891-1924*, Pimlico, 1997
- S Fitzpatrick, *Everyday Stalinism*, Oxford University Press, 2001
- S Fitzpatrick, *The Russian Revolution*, Oxford, 2008
- G Freeze, *Russia, A History*, Oxford University Press, 2002
- L Kochan, *Russia in Revolution*, Paladin, 1970
- E Mawdsley, *The Stalin Years*, Manchester University Press, 2003
- M McCauley, *The Soviet Union 1917-1991*, Longman, 1981
- P Oxley, *Russia 1855-1991*, Oxford University Press, 2001
- D Rayfield, *Stalin and his Hangmen*, Penguin, 2005
- N Rothnie, *The Russian Revolution*, Palgrave Macmillan, 1989
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