A Level

History

**Induction Material**



Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Why choose Edexcel A-level History?**

Studying history results in the ability to:

* develop an interest in and enthusiasm for history and an understanding of its intrinsic value and significance
* acquire an understanding of different identities within society and an appreciation of aspects such as social, cultural, religious and ethnic diversity, as appropriate
* build on understanding of the past through experiencing a broad and balanced course of study
* improve as effective and independent learners, and as critical and reflective thinkers with curious and enquiring minds
* develop the ability to ask relevant and significant questions about the past and to research them
* acquire an understanding of the nature of historical study, for example that history is concerned with judgements based on available evidence and that historical judgements are provisional
* develop the use and understanding of historical terms, concepts and skills
* make links and draw comparisons within and/or across different periods and aspects of the past; and
* organise and communicate historical knowledge and understanding in different ways, arguing a case and reaching substantiated judgements.

**Subject Content**

Whether you’re studying for the AS or the A-level, the first year of study will be the same.

Year one:

* Britain, 1625–1701: conflict, revolution and settlement: This option comprises a study in breadth, in which students will learn about key features of monarchical and republican rule in Britain in the seventeenth century, set within the context of broader social, economic and religious change. The events of this period saw a decisive shift in the balance of power between crown and parliament. The focus of study is on developments and changes over a broad timescale and so the content is presented as themes spanning a significant duration: 1625–88. This option also contains a study in depth of historical interpretations on a broad question that is contextualised by, and runs on from, the themes: how revolutionary, in the years to 1701, was the Glorious Revolution of 1688–89?
* Russia in revolution, 1894–1924:This topic comprises a study in depth of the causes, course and consolidation of the Russian Revolution of 1917, which had a momentous effect on twentieth-century Russia and throughout the modern world. You will gain an in-depth understanding of revolutionary activity in Russia in the years 1894 to 1917, the response of successive governments to opposition to their rule, and the reasons for the successful consolidation of the revolution of October 1917 under Lenin and the Bolsheviks.

Year two:

* Poverty, public health and the state in Britain, c1780–1939: This option comprises two parts: The *Aspects in breadth* focus on long-term changes and contextualise the *Aspects in depth*, which focus in detail on key episodes. Together, the breadth and depth topics explore the ways in which the British state gradually, and not always successfully, became involved in taking on responsibility for people’s health and welfare. This happened in reaction to a rapidly industrialising society, where thousands of people lived out their domestic and working lives in close proximity. The scale of the problem posed a question that is still asked today: where does responsibility for health and welfare lie – with the individual or with society?
* Coursework - Origins of the Cold War: The purpose of this coursework is to enable you to develop skills in the analysis and evaluation of interpretations of history in a chosen question, problem or issue as part of an independently researched assignment. The focus is on understanding the nature and purpose of the work of the historian. You will be required to form a critical view based on relevant reading on the question, problem or issue. They will also be specifically required to analyse, explain and evaluate the interpretations of three historians. The coursework will be assessed using a centre-set assignment. Assignments must meet the requirements detailed below. An assignment framework is provided to support the development of individual assignments.

**Specification Assessment**

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| **Paper 1: Breadth study with interpretations \*Paper code: 9HI0/1C – worth 30% of A Level**   * The examination lasts 2 hours 15 minutes and is marked out of 60. * Students answer three questions: one from Section A, one from Section B and one from Section C. * Section A comprises a choice of two essay questions that assess understanding of the period in breadth (AO1) and target content specified in the *Themes* for the relevant option. Questions may cross the *Themes.* Questions will normally cover periods of at least 10 years. Any AO1 concepts may be targeted (i.e. causation, consequence, change, continuity, similarity, difference, significance). * Section B comprises a choice of two essay questions that assess understanding of the period in breadth (AO1) and target content specified in the *Themes* for the relevant option. Questions may cross the *Themes.* Questions will normally cover periods equivalent to at least a third of the timespan of the *Themes*. Any AO1 concepts may be targeted. * Section C comprises one compulsory question that assesses the ability to analyse and evaluate interpretations (AO3) and targets content specified in *Historical interpretations* for the relevant option. Questions will be based on two extracts from historical interpretations totalling approximately 350 words. |
| **Paper 2: Depth study \*Paper code: 9HI0/2C – worth 20% of A Level**   * The examination lasts 1 hour 30 minutes and is marked out of 40. * Students answer two questions: one from Section A and one from Section B. * **Section A** comprises one compulsory question for the option studied that assesses the ability to analyse and evaluate source material that is primary and/or contemporary to the period (AO2) and target content specified in one or more *Key topics* for the relevant option. Questions will be based on two sources that together total approximately 400 words. * **Section B** comprises a choice of two essay questions that assess understanding of the period in depth (AO1) and target content specified in the *Key topics* for the relevant option. Questions may cross the *Key topics.* Any AO1 concepts may be targeted (i.e. causation, consequence, change, continuity, similarity, difference, significance). |
| **Paper 3: Themes in breadth with aspects in depth \*Paper code: 9HI0/34 – worth 30% of A Level**   * The examination lasts 2 hours 15 minutes and is marked out of 60. * Students answer three questions: one from Section A, one from Section B and one from Section C. * **Section A** comprises one compulsory question that assesses the ability to analyse and evaluate source material that is primary and/or contemporary to the period (AO2) and targets content specified in the *Key topics* within the *Aspects in depth* for the relevant option.   Questions will be based on a source that is approximately 350 words long, and students will be required to analyse and evaluate it in relation to two related enquiries.   * **Section B** comprises a choice of two essay questions that assess understanding of the period in depth (AO1) and target content specified in *Key topics* within the *Aspects in depth* for the relevant option. Questions may cross the *Key topics.*   Any AO1 concepts may be targeted (i.e. causation, consequence, change, continuity, similarity, difference, significance).   * **Section C** comprises a choice of two essay questions that assess understanding of the period in breadth (AO1) and target content specified in *Themes* within the *Aspects in breadth* for the relevant option. Questions may cross the *Themes.*   Questions will target change over periods of at least 100 years, focusing on:  o the process of change (factors bringing it about)  o the extent of change; or o the impact of change; or o patterns of change (turning points). |
| **Coursework – worth 20% of A Level**   * Students carry out an independently-researched enquiry requiring them to analyse and evaluate historical interpretations and to organise and communicate the findings (AO3, AO1) * The assignment is set by the centre on a question, problem or issue that has generated disagreement among historians. * The assignment is marked out of 40. |

**Section 1: Britain, 1625–1701: conflict, revolution and settlement**

Task one: Key words for this topic

Your task is to find the correct definitions to the words listed below which are associated with Britain, 1625-1701

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| Parliament (as it pertains to Stuart England) - <https://www.gethistory.co.uk/historical-period/early-modern/stuart/late-tudor-and-early-stuart-parliaments> |  |
| Absolute monarchy |  |
| Divine Right of Kings |  |
| Prerogative Court |  |
| Republican |  |
| Catholic |  |
| Protestant |  |
| Presbyterian |  |
| Puritan |  |
| Anglican |  |
| Arminian |  |
| Calvinist |  |
| Commonwealth |  |
| Interregnum |  |
| Confessional State |  |
| Recusancy |  |

**Background**

In 1603 Queen Elizabeth I (Elizabeth Tudor) died which left England with a problem.

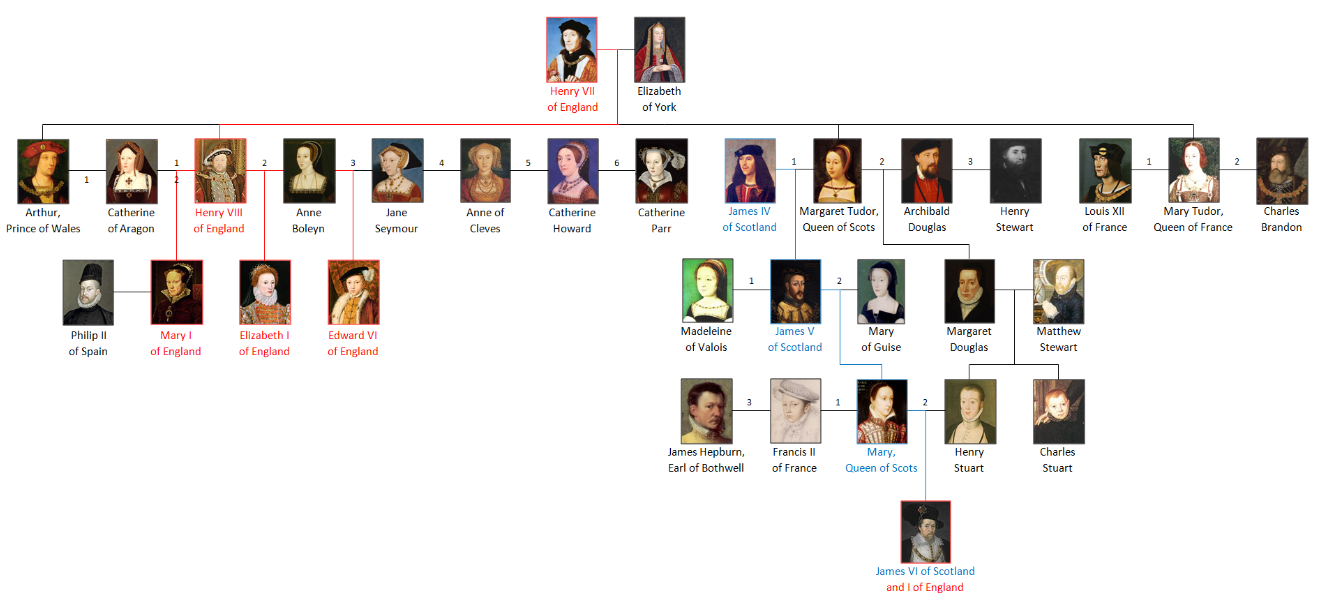
Elizabeth had never married so there was no direct heir to the throne as she did not have any children.

Elizabeth decided her cousin’s (Mary Queen of Scots) son (James) should be the next king of England.

Elizabeth was a Tudor, James was a Stuart – this meant the royal house changed and Tudor rule came to an end. The Tudors and Stuarts had always been closely linked.

James was already King of Scotland and so when Elizabeth died he became King of both England and Scotland.

*So why exactly was James chosen to be the next King by Elizabeth I?*



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| Task two: Using the family tree above, explain the link between Elizabeth Tudor and James Stuart and why she chose him as to be the next monarch of England |

*What was James I like?*

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| --- | --- | --- |
| Task three: read the information about James I in each box, decide if it would have helped him to rule or not, then explain why | | |
| Character of James I | Would this have helped James to rule or not – yes or no? | Explanation |
| Early career: He was a very successful King of Scotland. He managed to control both rich and powerful lords and highland chiefs whenever they showed any sign of rebellion. He divided Scotland into four districts and appointed royal judges to visit each area twice a year to hold criminal trials. He invited weavers from abroad to teach Scottish clothmakers how to make better cloth that could be sold abroad and encouraged gold, silver and coal mining. Most importantly, James managed to keep control of the powerful Scottish (Protestant) church. |  |  |
| Intelligence: James wrote several books. His favourite subject was witchcraft. He also wrote about the dangers of smoking tobacco. |  |  |
| Beliefs about being king: He believed in the Divine Right of Kings, so he had been chosen by God. Therefore no one would argue with him because it would be like arguing with God. |  |  |
| Fashion: He wore padded clothes in case anyone tried to stab him. If he got holes in his outfit he wouldn’t change it, he would just put on another item of clothing over the top. |  |  |
| Manners: He swore all the time, picked his nose and used his sleeve as a handkerchief when he had a cold. |  |  |
| Nicknames: ‘Nervous drivelling idiot.” |  |  |

When James I (VI of Scotland) arrived in England in 1603 he knew that one of his most important problems would be religion, due to the many religious changes England had undergone under the Tudors, which involved…

* 1532-1534 Henry VIII broke away from the Roman Catholic Church and made himself head of the Church of England
* Edward VI 1547-1553 made the Church of England more protestant
* Mary I carried out the Counter-Reformation 1553-1558
* Elizabeth I had a religious ‘middle way’ which was a compromise to appease both Catholics and Protestants
* In 1570 the Pope excommunicated Elizabeth I and called on Catholics to rebel against Elizabeth. Following this, Catholics were persecuted – they were forbidden to hear mass and forced to attend Anglican services with heavy fines for those that refused
* However, Elizabeth I did introduce her ‘Middle Way’ – this accepted both Protestants and Catholics in England although there was still tension as Protestants were the dominant force.

When James I met with the church leaders of England in 1604, he failed to impress them. In fact, so many Protestants were unhappy with James at the meeting that they decided to leave England. To add to this, James angered Catholics too when he ordered all of their ‘troublesome priests’ were to leave England. In a short period, James had managed to anger both the Protestants and the Catholics.

*Do you recognise the rhyme below?*

***Remember, remember the fifth of November***

***Gunpowder, treason and plot***

***I see no reason why gunpowder treason***

***Should ever be forgot***

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| Task four: What famous event does this rhyme refer to? Write the answer and all you know about the event here |

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*So why did this plot against James I take place?*

As well as upsetting religious groups, England faced problems at this time which fitted into three main categories;

* + Religious issues
  + Issues in England
  + Issues outside of England

Task five: Identify which of the categories each issue was; religious, in England, outside of England

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| When James I became King, he had an expensive coronation and lots of parties to celebrate. | The Spanish hated that another Protestant had come to the throne in England. They wanted to get rid of him. | Elizabeth's advisors did not like James I when he came to the throne. |
| The plague was sweeping across England and nobody in authority seemed to be doing anything about it. | England was in debt and thousands were starving. All the wealthy landowners and upper classes were members of the House of Lords. | James I ordered all Catholic priests to leave England. |
| The Spanish were concerned that because James I as a monarch united all of England, Wales, Scotland and Ireland, he was a threat. | Even though Elizabeth I had given freedom of religion to all Protestants and Catholics, the Catholics were still being crushed by the Protestants. | The Spanish were sore losers about the Spanish Armada failing. |
| The Catholics were grouping together for safety, as were the Protestants. | James I had trouble with Irish rebels who wanted Ireland to be an independent country with no monarch. | James I had married Princess Anne of Norway. The Norwegians were friendly with the rebels who the Spanish were fighting in the Spanish Netherlands. |

*Who were the plotters?*

The leader of the group was Robert Catesby. Others involved in the plot were Thomas Wintour, Jack Wright, Thomas Percy, Robert Wintour, Christopher (Kit) Wright, Robert Keyes, Thomas Bates, John Grant, Ambrose Rookwood, Francis Tresham, Everard Digby and Guido Fawkes.

*What happened?*

Watch the following clip: <https://www.youtube.com/watch?v=OXXBSulEhCU&list=PL61A34546EDC37B3D&safe=active>

The conspirators got hold of 36 barrels of gunpowder and stored them in a cellar, just under the House of Lords.

However, before the plotters had a chance to blow up Parliament King James I received a letter.

This informed the King of the plot against him and the hidden gunpowder and Guy Fawkes were discovered. Guy Fawkes was imprisoned and the other plotters were either imprisoned or killed.

Many people believed the plot failed because God was watching over James I.

However, there are others who believe the plot was a conspiracy theory and the plotters were ‘set up’. What evidence is there to suggest this?

*Who was responsible for the Gunpowder Plot – Robert Cecil or Robert Catesby?*

Task six: Read each piece of evidence and determine if it shows Robert Cecil or Robert Catesby was responsible for the Gunpowder Plot

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| **Evidence A:**  According to a Catholic visitor to London in 1604, Robert Cecil said:  *‘The king is too kind to Catholics. This gives great offence to others. We cannot hope for good government while we have a large number of people who obey foreign rulers as Catholics do. The Catholic priests preach that Catholics must even kill the king to help their religion.’* | **Evidence B:**  All supplies of gunpowder were kept under guard in the Tower of London. The records for 1604 are missing. | **Evidence C:**  Lord Monteagle took the warning letter to Robert Cecil on 27 October. “The cellars below Parliament weren’t searched until at least a week later.” |
| **Evidence D:**  Robert Catesby was the charismatic leader of the group of conspirators. He had a way with people, and convinced a number of his impressionable friends to go along with the murderous plan which would later be known as the Gunpowder Plot. Even as problems with his plot later arose and some members expressed doubt, Catesby remained convinced that violent action was the only way forward. | **Evidence E:**  Guido Fawkes was an explosives expert. He had only recently returned to England maybe specifically to set the explosives.  Francis Tresham was only thinking of his brother-in-law's safety when he sent the letter.  Gunpowder was not normally kept in the cellars under the Houses of Parliament. It was obviously put there by the conspirators.  Guido Fawkes revealed the names of the conspirators. | |
| **Evidence F:**  Part of Thomas Winter’s confession, read out at the trial. The original confession has never been seen. A copy was written by Robert Cecil for the trial.  *‘We were working under a little entry to the Parliament house. We under-propped it with wood. We bought the gunpowder and hid it in Percy’s house. We worked another two weeks against the stone wall, which was very hard to get through. At that time, we called in Kit Wright. About Easter we rented the cellar. After this Mr Fawkes laid in to the cellar 1000 sticks and 500 faggots.’ \* A faggot is an old word for a bundle of firewood .* | **Evidence G:**  One of the plotters, Francis Tresham, was Monteagle’s brother- in-law. He was the only plotter who was captured quickly. He was only caught on 12 December. He died of a mysterious illness on 22 December, locked away in the Tower of London. Some said he had been poisoned. | **Evidence H:**  Holbeach House was surrounded on 7 November, only two days after Fawkes was captured. According to the government report, it took them two days of torture to get Guy Fawkes to reveal his real name, let alone his part in the plot (another two days) and the names of the plotters (a further six days). |
| **Evidence I:**  Two examples of Guy Fawkes signature whilst he was in the Tower of London. One was signed just before his arrest; the other a few days later.  Source 1  Source 1 | **Evidence J:**  The cellars below Parliament were searched on 4 November. Guards discovered a man next to piles of wood. He told them he was John Johnson. He wasn’t arrested. | **Evidence K:**  The 36 barrels of gunpowder were kept in a cellar next to Parliament. The cellar was rented to Thomas Percy by John Whynniard, a friend of Robert Cecil. Whynniard died suddenly and unexpectedly on the morning of 5 November. |
| **Evidence L:**  Catesby suggested... making a mine under the upper house of Parliament... because religion had been unjustly suppressed there... twenty barrels of gunpowder were moved to the cellar... It was agreed to seize Lady Elizabeth, the king's eldest daughter... and to proclaim her Queen.  **Guy Fawkes was arrested on the 4 November, 1605. After being tortured in the Tower of London, Guy Fawkes confessed to planning to blow up Parliament. (17 November 1605)** | **Evidence M:**  Some of the Roman Catholics, in the hope of bringing about a violent change... tried to blow up King and Parliament with gunpowder... After this it was necessary to adopt sterner measures with the Roman Catholics. |  |

*The end of James I*

On March 27th 1625 James I died. Upon his death his eldest son came to the throne, Charles I. This is where your Unit 2 begins..

Task seven: Read the Scholarly Article below from John Noorthouck, 'Book 1, Ch. 11: Charles I', in *A New History of London Including Westminster and Southwark* (London, 1773), and answer the following questions.

On the demise of James, which happened March 27th 1625, his second son Charles, by the death of his elder brother Henry, succeeded to the crown, and was proclaimed the ensuing day with the usual solemnity. The intended public entry of the new king and his consort Henrietta of France, on June 18, was laid aside on account of the plague, which in the space of a year swept away 35,417 persons; a terrible amount, which added to those reported to have died of other disorders, made the whole number of deaths 54,265, one third of the computed inhabitants! This calamity in all likelihood was the occasion of his not being crowned until the 2d of February following.

Charles came to the crown at an unfortunate season. The commons were now sensible of their weight and influence in legislation, and had conceived an idea of attempting a reformation in government, and enlarging the political rights of the people. Trade had increased and diffused property; reformation in religion had diminished ecclesiastical tyranny; and they now justly expected that the royal power ought to be circumscribed conformable to the alterations of circumstances. The house of commons had begun to question the undue exertions of the regal prerogatives under James, who had answered them by pleading the divine right of kings: but the Puritanical party was prevalent, and understood common sense and scripture too well to acquiesce under such tyrannic principles. The point of liberty was still to be pursued; and in this ill humour the young king found his first parliament, before he had opportunity to offend them otherwise than by his imprudent attachment to his father's favourite the duke of Buckingham, who was deservedly odious to the whole nation.

Though the house of commons were sufficiently apprised of Charles's needy situation, a very inadequate supply was voted: the parliament on account of the plague was adjourned to Oxford, when the king laid his necessities before them; said this was the first request he had made to them; that if he met with kind and dutiful usage, it would endear the use of parliaments to him, and preserve harmony between him and his people. The commons however, for reasons not incumbent on us to enter into, remained inflexible, and answered his pleas for supply with complaints; he therefore took advantage of the appearance of the plague at Oxford and dissolved the parliament.

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| 1. What problem did Charles I step into upon becoming King which delayed his coronation? |  |
| 2. Explain why this problem was such a large one. |  |
| 3. What did Parliament want? |  |
| 4. Was the relationship between Charles I and Parliament strong or weak? Explain. |  |

**Section 2: Russia in revolution, 1894–1924**

Task one: Key words for this topic

Your task is to find the correct definitions to the words listed below which are associated with Russia, 1914-1924

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| Tsar/Tsarist |  |
| Autocracy |  |
| Orthodoxy |  |
| Nationalism |  |
| Russification |  |
| Socialism |  |
| Bourgeoisie |  |
| Proletariat |  |
| Soviet |  |
| Manifesto |  |
| Duma |  |
| Nepotism |  |
| Repression |  |
| Zemstva/Zemstvo |  |
| Constituent Assembly |  |
| Provisional Government |  |
| Bolsheviks |  |
| Sovnarkom |  |

**Background**

Alexander II 1855-1881:



* Was a reformist Tsar (made changes for the better)
* In 1861 he emancipated (freed) the serfs (a person in a condition of **servitude**, required to render services to a lord, commonly attached to the lord's land and transferred with it from one owner to another)
* Reformed the judicial (law) system
* Modernised the army
* In 1864 introduced the first form of an elected government although only the educated and wealthy could vote
* Reformed local government (zemstva) – letting them manage their own affairs
* Reformed education – made education more available to all
* Assassinated in 1881 - <http://www.youtube.com/watch?v=2BeiYZcGejE>

*Why did Alexander II free the serfs?*

The Russian system dated back to 1649. It was a **legal code** that granted total authority to the **landowner** to control the life and work of the peasant serfs who lived on his land. There had been 712 peasant uprisings in Russia between 1826 and 1854.

In 1861 Alexander issued his **Emancipation Manifesto** that proposed 17 legislative acts that would free the serfs in Russia. Alexander announced that personal serfdom would be abolished and all peasants would be able to buy land from their landlords. The State would advance the money to the landlords and would recover it from the peasants in 49 annual sums known as redemption payments.

There were further rebellions when the Emancipation Manifesto was published as serfs believed officials were issuing their own version rather than the ‘Golden Manifesto’ of total freedom.

Task two: study the sources on the next two pages and complete the table on the page after detailing the reasons why Alexander II freed the serfs, if each had a positive or negative impact upon the serfs and why

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| Source A - It was obvious that, by 1855, Russia was in desperate need of overhaul. Alexander had come to the throne at a time when Russia was in grave internal disarray; Nicholas I had admitted that ‘*I am handing you command of the country in a very poor state.*’ Defeat in the Crimean War showed the structural weakness of the army, the inefficiency of the financial administration and, above all, the dangerously archaic features of serfdom.  Taken from: S. Lee, Aspects of European History: 1789–1980, published in 1982 Prominent Russians: Alexander II Liberator | Source B - [During the Crimean War] ‘Russian organisation, communication and industry were all inferior ; their casualties were higher and their leadership was ineffective. British and French performance was in many ways just as bad, but the impression was of a modern, industrial civilisation with armies of a higher calibre defeating an old fashioned, rural, serf-ridden society.’  Mike Wells and Nick Fellows, (2008), OCR History A, Russia and its Rulers 1855-1964, Heinemann, p.130  Crimea, Penguin | Source C – In the words of Sergei Volkonsky, the famous Decembrist\*, the abolition of serfdom was ‘*the least the state could do to recognise the sacrifice of the Russian peasant has made in the last two wars; it is time to recognise that he Russian peasant is a citizen as well’.* The peasant soldier who fought in the Crimea had been led to expect their freedom. In the spring of 1854 thousands of peasants had turned up at the recruiting stations after hearing rumours that freedom had been promised by the Tsar to any serf that volunteered for the army or navy and, and that here had been clashes with soldiers and police when they were turned away.  Figes, Orlando (2011), |
| Source D: The successful assassination of Alexander II on 13th March 1881 by members of The People’s Will. | Source E - Expectations of emancipation mounted after the Crimean War. In the first six years of Alexander’s reign there were 500 peasant uprisings and strikes against the gentry on the land.  The new Tsar believed the liberation of the serfs was a necessary measure to prevent a revolution. ‘*It is better to abolish serfdom from above than to wait for the time when it begins to abolish itself from below*’, he told a group of Moscow noblemen in 1856.  Orlando Figes, (2011), Crimea, p.447 | Source F - The Russian revolutionary movement in the reign of Alexander II (1855-1881) was a shifting cluster of parties, ideological orientations and individuals inspired by the writings of radical thinkers. Some believed that gradualist campaigns of agitation and propaganda among the peasants would rouse people from their political slumber and bring about the overthrow of the government. Others, a more impatient political and psychological disposition, favoured violent action and propaganda by deed. They believed, naively, that the assassination of the tsar would trigger a collapse of autocracy  Between 1878 and 1881, the radical organisation known as the People’s Will [*Narodnaya Volya*] launched a campaign of terror that came to be known as the ‘emperor hunt’.  Revolutionaries killed two provincial governors and staged six (failed) attempts on the life of the Tsar, the most spectacular of which was the bombing in February 1880 0f the Winter Palace that claimed the lives of 11 soldiers and wounded 56.  Alexander’s government responded with a series of ad hoc laws designed to radically increase the administrative powers of the police and government to put under surveillance, detain, imprison and exile individuals suspected of involvement or even sympathy with the revolutionary movements.  After the assassination of Alexander II, the tsarist secret police, now equipped with telegraphs, card catalogues and extensive networks of spies and informers, hunted down and destroyed the People’s Will.  Daniel, Beer (2016), ‘Russia’s War on Terror’ from History Today, Vol 66, Issue 6 June 2016, pp.36-38 |

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| Source G - … there were liberals within the ruling class and the Tsar himself was more prepared to change and adapt than Nicholas II; but war was a major catalyst. The principal government change was the creation of local councils. Zemstovs were set up in January 1864. The basic unit was the district. This was chosen by election and landowners, townspeople and peasants voted for representatives. From the district council were elected regional representatives which were not seen as political bodies but were tasked to look after buildings, roads and assist in emergencies such as famine, agricultural matters and aspects of medical care. To do this they raised a local tax. To prevent too much freedom the chairman had to be approved and councils could not act together having only responsibility for their particular region.  Mike Wells and Nick Fellows, (2008), OCR History A, Russia and its Rulers 1855-1964, Heinemann, p.132 | Source F - The great Reforms were a high-water mark of this bureaucratic enlightenment. They were conceived as a modernizing process –which in Russia meant Westernizing one – with the aim of strengthening the state after its defeat in the Crimean War. Limited freedoms and reforms were granted in the hope of activating society and creating a dynamic economy without altering the basic political framework of the autocracy.  Figes, Orlando (2014 (1996), The Peoples Tragedy: The Russian Revolution 1891-1924, page | Source G - Anti-Tsarist Propaganda |
| Source H - It took defeat in the Crimean War (1853-56) to expose the empire’s lack of development and the urgent need for Russian industrialization. Russian factories were unable to produce sufficient amounts of weapons, munitions or machinery. There was very little technical innovation; most of Russia’s new technologies were imported from the West. And the empire’s railway system was woefully inadequate, with insufficient rail lines and rolling stock to move men or equipment in large amounts.  The reforms embraced by Alexander II in the early 1860s were partly designed to stimulate transitions in the Russian economy. Emancipating the serfs (1861) was not just a social reform, it was also intended to release them from the land and the control of conservative land-owners. Alexander and his advisors anticipated that a large proportion of freed serfs would become a mobile labour force, able to relocate to areas where industrial workers were needed.  Russia and Industrialisation, Available at; [http://alphahistory.com/russianrevolution/russian-industrialisation](http://alphahistory.com/russianrevolution/russian-industrialisation/) | Source I - From 1840 onwards, the need for serious reform does begin to be apparent: agricultural production is poor, grain exports low, the growth of manufacturing industry slowed down through the shortage of labour; capitalist development is being impeded through aristocracy and serfdom.  It is a perilous situation, which is given a fairly astute solution in the act of "liberation" of 19th February 1861, abolishing serfdom. With a population of sixty-seven million, Russia had twenty-three million serfs belonging to 103,000 landlords. The arable land which the freed peasantry had to rent or buy was valued at about double its real value (342 million roubles instead of 180 million); yesterday's serfs discovered that, in becoming free, they were now hopelessly in debt.  *Victor Serge, (1930) ‘From Serfdom to Proletarian Revolution’* | Source J - In the early 1800s only two Russian cities (St Petersburg and Moscow) contained more than 100,000 residents; by 1910 there were twelve cities of this size. In the decade between 1890 and 1900, St Petersburg swelled by around 250,000 people. This growth was not matched by the construction of new housing, so industrial employers had to house workers in ramshackle dormitories and tenements. Most lived in unhygienic and often freezing conditions; they ate meals of stale bread and buckwheat gruel (porridge) in crowded meal-houses. Things were even worse in the factories, where hours were long and the work was monotonous and dangerous. Witte’s economic reforms had met, even exceeded national goals – but they also gave rise to a new working class that was exploited, poorly treated, clustered together in large numbers and therefore susceptible to revolutionary ideas. |

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| Factor 1855-1881 | Reasons why it led to change | Impact on the serfs – positive or negative | Explanation |
| The Crimean War |  |  |  |
| Revolutionary threats |  |  |  |
| Social system |  |  |  |
| industrialisation |  |  |  |

Alexander III 1881-1894:

*Was he the same or more repressive than his father?*

Task two: read each statement and decide if it shows Alexander III was a reformist or repressive Tsar

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| The policy of Russification was enforced. | In 1882 laws were introduced which reduced the tax burden on peasants. | Press freedom restricted to stop the spreading of liberal ideas. |
| Universities were put under government control and fees increased to exclude all but the wealthy. | In 1889 ‘Land Captains’ were created to enforce local laws, replacing those who were locally elected. Land Captains were members of the landed classes. | All primary schools were put under control of the church. |
| All other languages other than Russian were forbidden in schools. | Foreign books and newspapers were censored by the Okhrana (secret police) to stop ideas such as democracy and parliamentary government. | In 1889 peasants were offered money to move to Siberia. |
| In 1890 Land Captains were made members of the Zemstva. | The government controlled the courts and set more up to try opponents | All had to speak  Russian. |
| The franchise to the zemstva was restricted, to ensure the landed classes had the most power. As a result, doctors and schoolteachers were not allowed be elected to the zemstva. In 1892 these restrictions were introduced in towns and cities too.  In 1890 it was decided that the government chose juries for trials. | | Organised attacks were arranged on Jews known as pogroms which would involve a mob beating, robbing, raping and even killing Jews – these attacks were either organised or approved by the government. |
| All official documents had to be in Russian. | Restrictions were put into place to stop sons of peasants/workers going to secondary school. | By the late 1890s Russia also accepted from foreign loans from Britain and France. |
| In 1882 the Peasant Land Bank was established, which offered loan facilities to peasants to help them increase the size of their land and make them more productive. | The government could arrest and put political opponents on trial without a jury. Those convicted faced execution and thousands were exiled to Siberia. |  |

Alexander III died in October 1894 aged 49. During his reign autocratic power of the monarchy had been re-established and the upper class ruled. The secret police (Okhrana) and the army had kept him in power through fear, political freedom had been supressed and enemies had been exiled.

Although, he did lay the foundations for the economic development which came under Nicholas II.

Your unit begins with the reign of Nicholas II, which started in 1894.

Task three: research the events listed below which occur during your unit, find out the date each happened (the first few have been done for you) and find some information about each event

|  |  |  |
| --- | --- | --- |
| **EVENT** | **YEAR** | **INFORMATION** |
| Alexander II crowned Tsar | March 1855 |  |
| Emancipation of the serfs | March 1861 |  |
| Alexander III crowned Tsar | March 1881 |  |
| Witte appointed Finance Minister | August 1892 |  |
| Nicholas II became Tsar | November 1894 |  |
| Social Democrat Party founded |  |  |
| Social Revolutionary Party founded |  |  |
| Russo-Japanese War |  |  |
| Bloody Sunday |  |  |
| Stolypin made Prime Minister |  |  |
| Stolypin assassinated |  |  |
| Outbreak of WWI |  |  |
| Nicholas II abdicated |  |  |
| Lenin’s Theses |  |  |
| July Days |  |  |
| Kornilov Revolt |  |  |
| Bolsheviks seize power |  |  |
| Outbreak of Civil War |  |  |
| War Communism introduced |  |  |
| Civil War ends |  |  |
| NEP replaces War Communism |  |  |
| Creation of the USSR |  |  |
| Lenin died |  |  |

During the topic you will be studying you will learn that the Bolsheviks seized power of Russia.

The Bolsheviks believed in Communism, which is a very different ideological/political system to living in a democracy and capitalist society, which we do in Britain.

The founder of Communism was Karl Marx, see his ideas below:



Task four: read the statements below and determine if they are elements of communism or capitalism (which is the system you currently live under)

Definitions to help:

Communism - a theory or system of social organisation in which all property is owned by the community and each person contributes and receives according to their ability and needs.

Capitalism - a political and economic system in which a country's trade and industry are controlled by private owners for profit, rather than by the state.

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| --- | --- | --- |
| All businesses are owned and run by the government (called nationalisation). | There is only one political party – the Communist Party. All other political parties are banned. Making the country a dictatorship as the leader of the Communist Party rules. | There is no class system. |
| Believes people are all different, of differing abilities/have different qualities. | No private trading is allowed – the government decide all prices and everyone trades with the government. | People can control every aspect of their own lives: money, education, work, healthcare, etc. |
| All different political parties are allowed - people live in a democracy whereby they get to vote for who they want in power. | There are different classes. | No private ownership is allowed. |
| Everyone is paid the same. | Believes everyone is equal – there are no differences. | Private trade is allowed – people can trade with whoever they want and can decide their own prices. |
| The government control every aspect of people’s lives: money, education, work, healthcare, etc. | People are paid different wages, dependent upon their job. | People can own and run their own businesses and are allowed to keep profits for themselves. |

**For further studying:**

**Britain, 1625–1701: conflict, revolution and settlement**

**Books:**

The Penguin History of Britain: A Monarchy Transformed, Britain 1630-1714: A Monarchy Transformed, Britain 1630-1714 v. 6 by Mark Kishlansky

The Royal Stuarts: A History of the Family That Shaped Britain by Allan Massie

The Glorious Revolution: 1688 - Britain's Fight for Liberty by Edward Vallance

**Programmes/films:**

The Stuarts: A Bloody Reign – on YouTube and AmazonPrime

The Stuarts in Exile – on YouTube and AmazonPrime

Charles II: The Power and the Passion – on AmazonPrime

**Russia in revolution, 1894–1924**

**Books:**

The Last of the Tsars: Nicholas II and the Russian Revolution by Robert Service

Concise History of Russia: Tsars, Revolutions, Civil War, Communism and Stalin eBook by Jason Simmons – free on Kindle

A People's Tragedy: The Russian Revolution – centenary edition with new introduction by Orlando Figes

**Programmes/films:**

Rasputin: Sark Servant of Destiny – full film on YouTube

Nicholas and Alexandra – full film on YouTube

Russian Revolution in Colour – on DailyMotion

The Russian Revolution – on Netflix

The Last Czars – on Netflix