

AS and A LEVEL

Delivery Guide

H105/H505

Accredited

HISTORY A

Theme: Russia 1894–1941

November 2014



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Introduction

Delivery guides are designed to represent a body of knowledge about teaching a particular topic and contain:

- Content: A clear outline of the content covered by the delivery guide;
- Thinking Conceptually: Expert guidance on the key concepts involved, common difficulties students may have, approaches to teaching that can help students understand these concepts and how this topic links conceptually to other areas of the subject;
- Thinking Contextually: A range of suggested teaching activities using a variety of themes so that different activities can be selected which best suit particular classes, learning styles or teaching approaches.

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KEY



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AS Level content only



Curriculum Content

Unit Y219: Russia 1894–1941

Key Topics	Content Learners should have studied the following:
The rule of Tsar Nicholas II	Character, attitude and abilities of Nicholas II; political, economic and social problems of Russia in 1894; opposition, liberals, populists and Marxists; national minorities; the influence of Pobedonostsev, Witte; the Russo-Japanese War; the causes, extent, nature and consequences of the 1905 Revolution; Witte and the October Manifesto; the Fundamental Law; the Dumas; repression and reform under Stolypin; the political social and economic situation in Russia in 1914.
The 1917 Revolutions	The impact of the First World War 1914–1917, defeats, losses, economic dislocation, food shortages, transport problems, inflation; Nicholas' leadership; Rasputin; criticism in the Duma; the events of March 1917; Kerensky, the Provisional Government and Petrograd Soviet; return of exiles and the April Theses; July Days; Kornilov Revolt; events of November 1917; the roles of Lenin and Trotsky.
The Civil War and Lenin	The Constituent Assembly, Lenin decrees; Civil War, White forces, foreign intervention, Red Army, 'war communism', reasons for Bolshevik victory/White defeat; murder of the Tsar; Red Terror, Kronstadt Rising; NEP; constitution and government; strengths and weaknesses of Lenin as leader.
The rule of Stalin	Character and abilities of Stalin; rivalries and divisions in the Bolshevik party, Trotsky, Bukharin, Kamenev, Zinoviev; Stalin's tactics and victory, 'socialism in one country' v 'permanent revolution'; consolidation of power, propaganda and 'Cult of Personality'; growth of police state (OGPU, NKVD, purges and gulags); economic policies in the 1930s, agriculture, kulaks, voluntary and forced collectivisation, mechanisation; industrialisation, Gosplan, first two Five Year Plans; economic, social and political effects of Collectivisation and Five Year Plans.



Thinking Conceptually

Approaches to teaching the content/ Common misconceptions or difficulties students may have

The module Russia 1894-1941 is one that encompasses one of the great events of the twentieth century, namely the Russian Revolution of October 1917. Students need to be able to place this into context, namely exploring the build up to 1917 which dates from the accession to the throne of Nicholas II. However, it is also important to place Nicholas II's reign into context, and so it is recommended that students are given a good grounding in the characteristics of the Russian state. This would include: geography; the spread of nationalities; the role of autocracy and the policy of orthodoxy, autocracy and nationality; the social structure; the issue of the peasants and emancipation; the problems with reform. Some students may also struggle with the period of rule of the Provisional Government. Therefore, it is crucial that their six months in power are clearly examined. It can provide an interesting contrast with the autocratic rule of the Tsars and, indeed, of the Commissars. Following the accession of the Communists, it is vital that students are made aware of the difference between Marxism in theory and communism in practice, in particular the different strains adopted (Marxism-Leninism and Marxism-Leninism-Stalinism). They should also be

encouraged to explore the historiography that surrounds the communist period. Good places to start would be looking at the Revolution in October and the similarities and differences between Lenin's and Stalin's rule. Many students will also simply presume that life under the Communists was 'bad' and that nothing improved. An exploration of Soviet economic and social policy will allow them to come to a more informed view of the Stalinist period to judge the impact of Stalinism on the country.

Conceptual links to other areas of the specification – useful ways to approach this topic to set students up for topics later in the course.

This course is excellent for developing essay writing and analytical skills which will also be useful for Unit 1, 3 and 4. It is imperative that students are taught to structure their writing correctly; this can be done by exploring different themes or factors behind an event taking place, which will directly link into the work done in Unit Three. Finally, it is imperative that judgements are reached; developing a hierarchy will be crucial for all modules and students should be urged to focus on arguing and justifying their thoughts appropriately.



Thinking Contextually

ACTIVITIES

The basic source of information for the activities listed below comes from the excellent *From Autocracy to Communism 1894-1941* by Michael Lynch (Hodder, London 2008).

Activities	Resources
<p>Activity 1:</p> <p>The aim of this activity is to provide perspective in relation to Russia in 1894.</p> <p>Benckendorff v Herzen</p> <p>Benckendorff was the Russian ambassador to Britain who stated: "Russia's past was admirable, its present is more than magnificent and as for its future—it is beyond anything that the boldest mind can imagine."</p> <p>Herzen was a writer and thinker who is known as the father of Russian socialism. He stated "It is oppressive and vile to live in Russia, that is the truth".</p> <p>Students will be assessing who was most correct. At the higher end, they will be able to differentiate between different factors (political, economic social) to come to a measured judgement.</p> <p>Students are given a selection of information relating to Russia in 1894. This could include:</p> <ul style="list-style-type: none">a) Map of Russiab) List of nationalitiesc) Structure of governmentd) Information on the economye) Function of the armyf) The role of the church <p>Students then have to group the information that they are given to complete Table 1 and then assess whether they agree with Benckendorff or Herzen. They then have to give an overall judgement. At the top end, students will differentiate between the areas investigated (political, economic, social, other).</p>	



Thinking Contextually

Activities	Resources
<p>Activity 2: Inference Squares</p> <p>These images are all available from http://www.indiana.edu/~jia1915/war.html</p> <p>This activity is designed to get the students thinking about the impression of Russia as a great power before, during and after the Russo-Japanese War. Any image can be used in the centre of the square. They need to complete each of the three boxes to get them to think about the impact of the war on Russia.</p>	
<p>Activity 3: This activity is designed to generate debate over the diversity of opinion following the 1905 revolution.</p> <p>Students are given an individual/ party/ group out of the following list:</p> <ul style="list-style-type: none">• Tsar• Workers• Soldiers• Sailors• Witte• Gentry• Social Revolutionaries• Bolsheviks• Kadets• Peasants. <p>Using mini white boards, the class have to state how they were feeling in January 1906. They then have to find another group who feel the same as them, and a group who feel the polar opposite.</p> <p>The final stage is for them to place each other on a judgement line. At one end would be 'most happy' at the other 'least happy'. Students have to differentiate the opposing feelings that they have and explain why.</p>	



Thinking Contextually

Activities	Resources
<p>Activity 4: Witte's Motivations Flow Diagram</p> <p>The aim of this activity is to show how 3 different events and policies are interlinked.</p> <p>Students are provided with long definitions of key terms. These are:</p> <ul style="list-style-type: none">a) 'Russia's rural crisis'b) 'De-revolutionising' the peasantryc) 'Wager on the strong' <p>(to be found on pp 41-42 of Lynch)</p> <p>Pupils have to summarise these terms onto three post-it notes and stick into their books/onto paper.</p> <p>The next phase is to then discuss and annotate each post it note to reflect how one event led to the next.</p>	



Thinking Contextually

Activities	Resources
<p>Activity 5. The Great Debate: Did the First World War put pay to Russia's chances of economic success?</p> <p>Students are informed that they will be debating the age old question about whether the First World War put pay to Russia's chances of economic success.</p> <p>Their first port of call must be to decide on their definition of success.</p> <p>They will then be provided with information from historians (such as Hosking, Pipes and Nove) plus factual information in terms of statistics (available on pp 44-45 of Lynch). They then have to plan a debate for the second half of the lesson. They are allowed to use any previous material that they have been taught (ie Stolypin; Witte etc).</p> <p>The format of the debate is detailed below.</p> <p>Debate Format</p> <ol style="list-style-type: none">1. The class will be divided into two teams. Each team will have five minutes to argue their case. At the end of the five minutes, the class and teacher will score the group (see below for criteria).2. Each student will hold three cards: 'Interrogate' – this provides an opportunity to seek further clarification on a point; 'Refute' – this provides an opportunity to offer a rebuttal to a specific point made; 'Substantiate' – this provides an opportunity to challenge the debater to provide evidence. A successful challenge will result in the challenger gaining one point; an unsuccessful challenge results in a point to the opposition. Two points will be deducted from the team for each unused card at the end of the debate. You may only play your own cards.3. Challenge cards cannot be played during the first minute or last 45 seconds of the five minute segment. This provides an opportunity for an introductory opening statement and a summing-up, or closing statement. A five point penalty will be awarded for an interruption during this time. <p>Criteria: (each worth five points)</p> <ol style="list-style-type: none">i. Clear and fully explained line of argument;ii. Supports argument with primary source evidence;iii. Supports argument with secondary source evidence;iv. Effective response to challenge cards played by opponents. <p>Following the debate, each group must peer assess themselves and the other group utilising the criteria, and offer suggestions as to how they could improve their debating in future.</p>	



Learner resource 1

Factor	Political	Economic	Social (Living conditions/ education/ housing/ culture/ religion)	Other
Benckendorff				
Herzen				

Judgement:



Learner resource 2



GIVING HIM THE JIU-JITSU.—From the *World* (New York).
(The jiu-jitsu is the *coup de grace* of the Japanese wrestlers.)

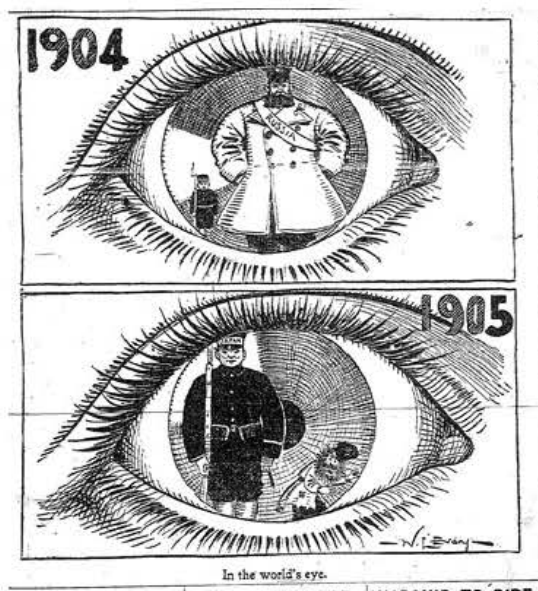
Learner resource 2



Learner resource 2



Learner resource 2



Learner resource 2



Learner resource 2



Learner resource 2





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