



Sixth Form Handbook
History

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About the course

The A-Level History course has been designed to help students understand the significance of historical events, the role of individuals in history and the nature of change over time so that students will develop a deeper understanding of the past through political, social, economic and cultural perspectives. We believe that the topics we have selected will not only cultivate an interest in history, but it will also equip students with the knowledge and skills required to succeed as historians.

A-Level History students will study two topics that have a chronological range of at least 200 years and contain a British and non-British study. The breadth study we have chosen to study is “*The Tudors: England, 1485–1603*” and the depth study is “*France in Revolution, 1774–1815*”.

1C: The Tudors: England, 1485–1603

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

- *How effectively did the Tudors restore and develop the powers of the monarchy?*
- *In what ways and how effectively was England governed during this period?*
- *How did relations with foreign powers change and how was the succession secured?*
- *How did English society and economy change and with what effects?*
- *How far did intellectual and religious ideas change and develop and with what effects?*
- *How important was the role of key individuals and groups and how were they affected by developments?*

Part one: consolidation of the Tudor Dynasty: England, 1485–1547

Henry VII, 1485–1509 and Henry VIII, 1509–1547

Part two: England: turmoil and triumph, 1547–1603 (A-Level only)

Instability and consolidation: 'the Mid-Tudor Crisis', 1547–1563 and The triumph of Elizabeth, 1563–1603

2H France in Revolution, 1774–1815

This depth study option focuses on a key period of history which was to change the relationship between the ruler and the governed, not only in France but throughout Europe and, in time, the wider world. A study of France in revolution embraces concepts such as absolutism, enlightenment, constitutionalism, democracy, republic and dictatorship. It also encourages consideration of issues such as the relationship between rulers and the ruled, the place of the Church in the State, the power of the people and promotes reflection on what makes and perpetuates revolution.

Part one: the end of Absolutism and the French Revolution, 1774–1795

The origins of the French Revolution, 1774–1789, The experiment in constitutional monarchy, 1789–1792 and The emergence and spread of the Terror, September 1792–1795

Part two: the rise of Napoleon and his impact on France and Europe, 1795–1815 (A-Level only)

The Directory and Napoleon's rise to power, 1795–1799, The impact of Napoleon's rule on France, 1799–1815 and The impact of Napoleon's rule on Europe, 1799–1815.

How you will be assessed

A-Level History course is a two-year qualification that is assessed through written examinations and a historical investigation. The overall qualification awarded is solely based on the marks attained during the A-Level (second year) course although the content in this unit is based on what has been studied over the course of *both* the AS and A-Level units

A-Level Year

Component 1: Breadth study	+	Component 2: Depth study	+	Component 3: Historical investigation
What's assessed The study of significant historical developments over a period of around 100 years and associated interpretations.		What's assessed The study in depth of a period of major historical change or development and associated primary evidence.		What's assessed A personal study based on a topic of student's choice. This should take the form of a question in the context of approximately 100 years. It must not duplicate the content of options chosen for Components 1 and 2.
Assessed <ul style="list-style-type: none">written exam: 2 hours 30 minutesthree questions (one compulsory)80 marks40% of A-level		Assessed <ul style="list-style-type: none">written exam: 2 hours 30 minutesthree questions (one compulsory)80 marks40% of A-level		Assessed <ul style="list-style-type: none">3,000–3,500 words40 marks20% of A-levelmarked by teachersmoderated by AQA
Questions <ul style="list-style-type: none">two sectionsSection A – one compulsory question linked to historical interpretations (30 marks)Section B – two from three essays (2 x 25 marks)		Questions <ul style="list-style-type: none">two sectionsSection A – one compulsory question linked to primary sources or sources contemporary to the period (30 marks)Section B – two from three essays (2 x 25 marks)		

Course Reading List & Materials for 1C: The Tudors: England, 1485–1603

Key texts for classroom and individual study

- 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

Useful books for students

- 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

Reference 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

Biographies and first-hand accounts

- S Chrimes, *Henry VII*, Yale, 1999
- D Cook, *Sixteenth Century England Documents and Debates*, Macmillan, 1980
- D Cressy & L Ferrell, *Religion and Society in Early modern England: A Sourcebook*, Routledge, 1996
- R Horrox, *Richard III*, CUP, 1991
- D Loades, *The Reign of Mary Tudor*, Longman, 1991
- J Loach, *Edward VI*, Yale, 1999
- D Starkey & L Wooding, *Elizabeth*, Vintage, 2001
- L Wooding, *Henry VIII*, Routledge, 2009

Visual sources and websites for

- www.johnguy.co.uk
- www.history.ac.uk
- www.activehistory.co.uk
- www.bbc.co.uk/history
- www.tudoerplace.com
- The Six Wives of Henry VIII, Elizabeth DVDs – D Starkey
- A History of Britain DVD – S Schama

Course Reading List & Materials for 2H: France in Revolution, 1774-1815

Key texts for classroom and individual study

- D Martin, *The French Revolution*, Hodder, 2013
- D Murphy, T Morris, R Staton, S Waller, *Flagship History - Europe 1760-1871: A-level*, Collins Educational, 2000
- D Rees, *Access to History, France in Revolution*, Hodder, 2008
- S Waller, *France in Revolution 1776 – 1839*, Heinemann, 2002
- A Stiles, *Access to History: Napoleon, France and Europe*, Hodder, 2009

Useful books for students

- J Hunt, *The French Revolution (Questions and Analysis in History)*, Routledge, 1998
- S Schama, *Citizens: A Chronicle of The French Revolution*, Penguin, 2004
- P M Jones, *The French Revolution 1787-1804 (Seminar Studies In History)*, Routledge, 1991
- D G Wright, *Napoleon and Europe (Seminar Studies)*, Routledge, 1985

Reference books

- D Andress, *The Terror: Civil War in the French Revolution*, Abacus, 2006
- P Campbell, *The Origins of the French Revolution (Problems in Focus)*, Palgrave Macmillan, 2005
- A Cobban, *A History of Modern France: 1715–1799*, Penguin, 1990
- W Doyle, *Origins of the French Revolution*, OUP, 1998
- P Dwyer, *Citizen Napoleon, Napoleon in Power 1799-1815*, Bloomsbury Publishing, 2013
- F Furet, *The French Revolution 1770-1814*, Wiley-Blackwell, 1996
- G Rude, *Revolutionary Europe, 1783–1815*, Blackwell, 2000
- A Zamoyski, *1812: Napoleon's Fatal March on Moscow*, Harper Perennial, 2005

Document Collections (see also web sites)

- L Cowie, *The French Revolution (Documents & Debates Extended)*, Palgrave Macmillan, 1987,
- P Dwyer and P McPhee, *The French Revolution and Napoleon: A Sourcebook*, Routledge, 2002
- L Hunt, *The French Revolution and Human Rights: A Brief Documentary History (The Bedford Series in History and Culture)*, Palgrave Macmillan, 1996
- L Mason and T Rizzo, *The French Revolution: A Document Collection*, Houghton Mifflin, 1999
- J Hardman, *The French Revolution Sourcebook*, Arnold, 1981

Biographies and first-hand accounts

- R Cobb, *The French Revolution: Voices from a Momentous Epoch, 1789-95*, Simon and Schuster, 1988
- A Forrest, *Napoleon*, Quercus, 2012
- A Fraser, *Marie-Antoinette*, Phoenix, 2002
- L Moore, *Liberty: The Lives and Times of Six Women in Revolutionary France*, Harper, 2006
- P Johnson, *Napoleon*, Phoenix, 2003
- A Roberts, *Napoleon the Great*, Allen Cane, 2014
- R Scurr, *Fatal Purity: Robespierre and the French Revolution*, Holt Paperbacks, 2007
- D Lawday, *The Giant of the French Revolution: Danton, A Life*, Grove Press, 2009

Visual sources and websites

- <http://chnm.gmu.edu/revolution>
- <http://frda.stanford.edu/>
- <http://teachers.ausd.net/antilla/frrevimages.html>
- <https://libx.bsu.edu/cdm/landingpage/collection/FrnchRe>
- <http://beck.library.emory.edu/frenchrevolution/overviewBooks>

Tasks before September 2019

There are tasks to complete before September 2017 for both the “*The Tudors: England, 1485–1603*” and “*France in Revolution, 1774–1815*” units. All of the tasks can be accessed using Google Drive via the Poole High School website, can be downloaded for student use and should be handed-in during the first AS History lesson of the 2017-18 academic year.

■ For the “*The Tudors: England, 1485–1603*” unit:

1. Create a family tree of the Tudors starting with Henry VII and Elizabeth Woodville.
 - a. It must include: Henry VII, Henry VIII (all of his wives), Margaret Tudor, Mary Tudor (sister and daughter), Edward VI, Elizabeth I, Mary Queen of Scots and her relation to the family.
2. Read the following article: <https://www.theguardian.com/books/2012/mar/02/tudors-henry-viiwars-roses>
 - a. How did Henry VII brand the Tudors? – just provide a short explanation
3. Read the following article: <https://www.historyextra.com/period/tudor/henry-viis-hatedhenchmen/>
 - a. Make notes on each of the figures in the article.

■ For the “*France in Revolution, 1774–1815*” unit, please read extracts from Christopher Hibbert’s “*The French Revolution*”. Once read, on a separate piece of paper please complete the

questions
text.

based

on

the

<https://drive.google.com/drive/folders/1G4TxR553870EcsZiiEDQW9nlgBRRMNSz?usp=sharing>

Who can I contact for help?

The course is taught through the use of exposition, discussion and group work that will lead to written exercises and source analysis. There is a wide range stimulating material relevant to these topics such as key texts, books, biographies, first-hand accounts, visual material and websites for students to access independently although homework will be set regularly and is an integral part of the course.

Students will be expected to participate in a mature manner and to take responsibility for their own learning with the support of their subject teachers. Students will complete all work set by staff within the required time and priority should be given to school work and Independent Learning. Where lessons are unavoidably missed, it is the responsibility of the student to ensure that their subject teachers are notified and that all work is caught-up as soon as possible. Resources such as work booklets, pens and file paper should be brought to all lessons and students should strive to make the most of their lessons by being involved at all times and contributing to class discussions.

In return, students can expect that their subject teachers will provide clear feedback on assessed work within a week so that it can be acted upon to guarantee continual progress. In addition to this, subject teachers will deliver innovative lessons and produce appropriate resources so that students are successful although a premium will be placed on students to complete Independent Learning.

If there are specific issues for students, subject teachers will endeavour to help in-person or through email correspondence: j.preece@poolehigh.poole.sch.uk.

Students should not hesitate to make contact at the earliest opportunity to rectify any problems.