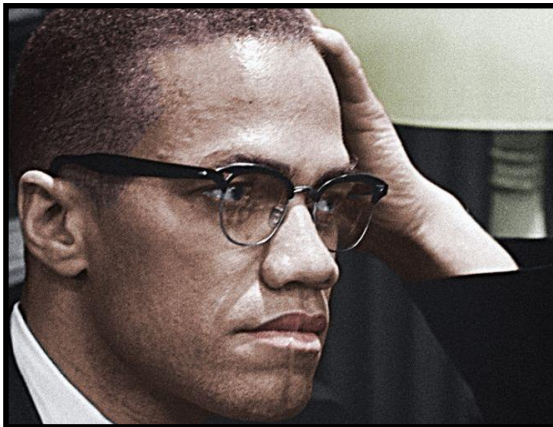


A Level HISTORY

Summer preparation work



OCR A LEVEL HISTORY (H505)

What you need to do for September:

- Get three lever arch folders for the course.
- Get a copy of the three textbooks.
- Carry out the preparation tasks for Units 1, 2 & 3.

Unit 1

Preparation tasks

1. Get a lever arch file for this topic.

2. Get a copy of this book:

England 1485-1603
by Mary Dicken & Nicholas Fellows

ISBN: 978-1-4718-3669-5

2. Read the attached review, *Henry: Virtuous Prince*.

This is a review of a recent work on Henry VIII as a young man. It appeared in *The Guardian* newspaper. Read it and get a feel for some of the issues we will be dealing with.

3. **DRAMATIS PERSONAE**

This is a list of some of the main characters you will learn about.

Research at least five of them and try to write a *short* paragraph about the ones you research.

- Catherine of Aragon: first wife of Henry VIII
- Anne Boleyn: second wife of Henry VIII
- Thomas Cranmer: Archbishop of Canterbury
- Thomas Cromwell: Chief Minister and Vicegerent
- Thomas Wolsey: Cardinal and Chief Minister
- Thomas Howard: Duke of Norfolk
- Francis I: King of France
- Charles V: Holy Roman Emperor
- Jane Seymour: third wife of Henry VIII
- Anne of Cleves: fourth wife of Henry VIII
- Katherine Howard: fifth wife of Henry VIII
- Stephen Gardiner: Bishop of Winchester
- Thomas More: friend and Lord Chancellor

4. Start reading your textbook

Henry: Virtuous Prince (reviewed by Hilary Mantel)

by David Starkey

If, in January of 1547, you had been present as Henry VIII died — standing at his bedside with the ghosts of his wives and other spectral decapitees, watching his mute, terrified grab at Archbishop Cranmer's hand - you would have found it difficult to distinguish, within that mound of sorry flesh, the lineaments of the golden prince. Henry was splendid king material, but many of our assumptions about his upbringing, David Starkey thinks, don't bear investigation. The author has given us old Bluebeard's baby book — every developmental milestone noted. We learn who rocked the cradle, who fed the infant prince, who first nurtured that vast ego, and how much they were paid for doing it. It is brilliant, beady-eyed history, and every page of it has an intimate fascination.

We have forgotten to admire Henry, or that he ever was admirable. In popular history and fiction he has played second fiddle to his wives and their frocks. Dickens characterised him as "a disgrace to human nature, and a blot of blood and grease upon the History of England". But that was in a history book written for children, where colourful images substitute for thought. Much of our Henrican history is childish; we are keener on making him a monster than on understanding why he made such a formidable impression on his contemporaries. Starkey shows him at the age of 3 years and 4 months, as he sat alone astride a war-horse and rode in procession through the streets of London. This vignette alone tells us what was special about Henry- his unquenchable thirst for admiration, and his physical and mental strength, backed up by a stubborn, indefeasible will. Kings live swaddled within their fantasy of themselves, and Henry must have dreamed himself up in his cradle: fists like an infant Hercules, waiting for the action to start.

He was born the spare, not the heir. His father, the first Tudor king, was himself a posthumous child born to a 13-year-old mother. The future Henry VII had spent much of his life in exile; more French than English or Welsh, he won the battle of Bosworth in 1485 with a rag-tag mercenary army, and held the country more by fact of conquest than by birthright. He named his first son Arthur to bolster his fragile claim with the venerable power of myth, stage-managing the birth so it occurred at Winchester, the supposed site of the Round Table. Keen to emphasise continuity with the Yorkist regime, Henry modelled Arthur's upbringing on that of Edward V, the elder of the disappeared "Princes in the Tower". Henry, beautiful and precocious, was considered to resemble Richard, the younger prince. Some historians, Starkey complains, practise cheap psychology on Henry and blame his marital difficulties on early lack of contact with women. In fact, he had far more than most aristocratic boys. He stayed in the nursery with his sisters, and Starkey thinks that it was his mother who taught him to read and write. Meanwhile, as Prince of Wales, Arthur set up his own court at Ludlow. At 15 he was married. Suddenly, he died. Henry's daily life didn't change at once. Perhaps the shocked and grieved father thought his

heir would somehow come back, like the first Arthur, the "once and future king".

It's irresistible to speculate about Arthur as king. Cold, shrewd and cautious, Starkey guesses. Henry was a different prospect. He had his father's sharp brain, and the height, looks and glamour of his Yorkist grandfather, Edward IV. He was the best-educated prince in generations- a linguist, a humanist. His mentor Lord Mountjoy wrote to Erasmus of his "extraordinary and almost divine character". When his father died Henry was not quite 18. He set himself to unite a country which within living memory had been torn apart by civil war. His father had been feared and respected, but this Henry wanted to be loved; he wanted his kingship to be seen as natural, fitting, not as an expedient forced on a battered nation. It is easy, but an error, to discount his idealism. He wanted to be good and thought of himself as good, and it was important that those around him recognise his self-image and reflect it back to him. Like his father and his daughter Elizabeth, he knew how to harness the power of myth and magic. With his queen, his brother's widow Catherine of Aragon, he was crowned on Midsummer's day — one of those days in the ancestral calendar when the boundaries between natural and supernatural dissolved, and any beautiful or preposterous thing seemed possible.

Catherine's first pregnancy miscarried in murky circumstances, the facts partially concealed from king, courts and diplomats. Starkey is unduly harsh on a woman who, considering the state of 16th-century gynaecology, must have been ill, frightened and confused. But her second pregnancy was successful. There were spectacular celebrations for the birth of Henry's son. The prince lived only 52 days. Henry's troubles had begun, though he didn't know it. He hoped to reconquer France, like Henry V, and make England a great power in Europe. He was soon, Starkey suggests, in covert rebellion against the quasi-paternal authority of his council. Starkey ends his study in 1511, when it became clear that Thomas Wolsey was the new power in the land. Wolsey was as energetic as Henry. He was subtle, smart and, as a contemporary commentator said, "bold and ready to do anything". He enlarged Henry's sense of his own power; he also gave him permission to joust, hunt, compose music and chase girls, while Wolsey took over the business of government and shaped a career as future cardinal and lord chancellor.

It is not difficult to write about Henry's early years with presentiment. Starkey has eschewed the easy wisdom of hindsight, as far as any historian can. His strength is that he questions everything, never assents to a hand-me-down version of history. He seeks fresh evidence, looks at new translations, queries interpretations. Suspiciously, as if deboning a dubious fish, he picks away at the givens of dates, names, locales. His writing is uncluttered and conversational, and he cuts through the back-story — dynastic tangles, imposters, faction fights - with grace, clarity and wit. It will be 500 years next spring Since Henry came to the throne, and it was clever to prepare for the anniversary with this accessible and entertaining book, rather than to publish a dense and slab-like volume, Henry from cradle to grave. A man whose life was such a series of catastrophes and cliff-hangers is suited to the serial form. Like all folklore demons, Henry is a work in progress. No doubt the next volume, like the king himself, will be fatter.

Unit 2

Preparation tasks

1. **Get a lever arch file and five file dividers for this topic.**
2. **Get a copy of this book:**

Russia under Tsarism and Communism 1881-1953 (Second edition)
by Chris Corin & Terry Fiehn

ISBN: 978-1-444-12423-1

3. **DRAMATIS PERSONAE**

This is a list of some of the main characters you will learn about. Research at least **five** of them using the textbook or the internet and write a *short* paragraph about the ones you research. You could think about their background, their political beliefs and what they did which is memorable or significant.

- a) Tsar Nicholas II
- b) Sergei Witte
- c) Rasputin
- d) Petr Stolypin
- e) Lenin (Vladimir Ulyanov)
- f) Leon Trotsky
- g) Alexander Kerensky
- h) Joseph Stalin

4. **Read chapter 1 in the textbook and make brief notes on:**

- i. The Russian empire & its people
- ii. How Russia was governed
- iii. Reforms of Alexander II
- iv. Repression by Alexander III
- v. Nicholas II – his background, character & family

Unit 3

Preparation tasks

1. **Get a lever arch file and eight file dividers for this topic.**
2. **Get a copy of this book:**

OCR A Level History A: Civil Rights in the USA 1865-1992 by David Paterson

ISBN: 978-0435312664

3. **DRAMATIS PERSONAE**

This is a list of some of the main characters you will learn about. Research at least **five** of them using the textbook or the internet and write a *short* paragraph about the ones you research. You could think about their background, their aims and methods, and their impact (both positive impact and limitations)

- a) Booker T Washington
- b) Du Bois
- c) Marcus Garvey
- d) Martin Luther King
- e) Philip Randolph
- f) Malcolm X

Unit 1

Reading list

Henry VIII: Authority, Nation and Religion 1509-1540

SUMMER READING LIST

Over the Summer holiday try to find one of these books which are relevant to the course and dip into it. Some of these titles are 'classics'. Others are the more important recent works.

- **Ackroyd, P. (1998) The Life of Thomas More, Chatto and Windus**
- **Duffy, E. (1992) The Stripping of the Altars, Yale University Press**
- **Elton, G R. (1955), England Under the Tudors, Methuen**
- **Guy, J. (1988), Tudor England, Oxford University Press**
- **Gwyn, P. (1990), The King's Cardinal: The Rise and Fall of Thomas Wolsey, Barrie & Jenkins**
- **Scarisbrick, J J. (1968), Henry VIII, Methuen**
- **Starkey, D. (1985), The reign of Henry VIII: Personalities and Politics, Philip's**
- **Starkey, D. (2008), Henry: Virtuous Prince, Harper**

Unit 2

Reading list

These books would make an excellent starting place to begin reading about the course.

Robert Service, *A History of Modern Russia*

Robert Service, *The Russian Revolution 1900-1927*

Orlando Figes, *A People's Tragedy*

Peter Waldron, *The End of Imperial Russia, 1855-1917*

Sheila Fitzpatrick, *The Russian Revolution*

Richard Pipes, *A Concise History of the Russian Revolution*

Edward Acton, *Rethinking the Russian Revolution*

Rex Wade, *The Russian Revolution 1917*

Christopher Read, *From Tsar to Soviets*

Peter Oxley, *Russia 1855-1991: From Tsars to Commissars*

Stephen Lee, *Lenin and Revolutionary Russia*

Unit 3

Reading list

These books would make an excellent starting place to begin reading about the course.

Badger and Ward eds, *The Making of Martin Luther King and the Civil Rights Movement*

Bolt, *American Indian Policy and American Reform*

Cook, *Sweet Land of Liberty?*

Fairclough, *Better Day Coming? Blacks and Equality 1890-2000*

Field, *Civil Rights In America 1865-1980*

Franklin and Collier-Thomas, *Sisters in the Struggle: African-American Women in the Civil Rights and Black Power Movement*

Franklin and Moss, *From Slavery to Freedom: A History of African Americans*

Graham, *The Civil Rights Era*

Newman, *The Civil Rights Movement*

Paterson, Willoughby & Willoughby, *Civil Rights in the USA 1865-1992*

Rowbotham, *A Century of Women: The History of Women in Britain and the United States*