

Early Elizabethan England 1558 – 1588

Assessments and Revision



Student name:

Class:

Teacher:

Early Elizabethan England 1558 – 1588

Paper time 1 hour

Q	Marks	Question type
1	4	Describe two features of... No more than 5-6 minutes You must make two points and back up each with a small amount of knowledge Do not spend too much time on this, it is the smallest amount of marks on the paper
2	12	Explain why... You should give yourself approx. 12 - 15 minutes to answer this question. You can use the two prompt points; however, you do not have to . You must include another example from your own knowledge to gain high marks in this answer
3	16 + 4 SPaG	How far do you agree... You need to identify points for both sides of the question. Make a minimum of 3 points (eg 2 for agree and 1 for disagree, or the other way around) You must make a judgement, and explain it. Why is one factor or point more or less important than another

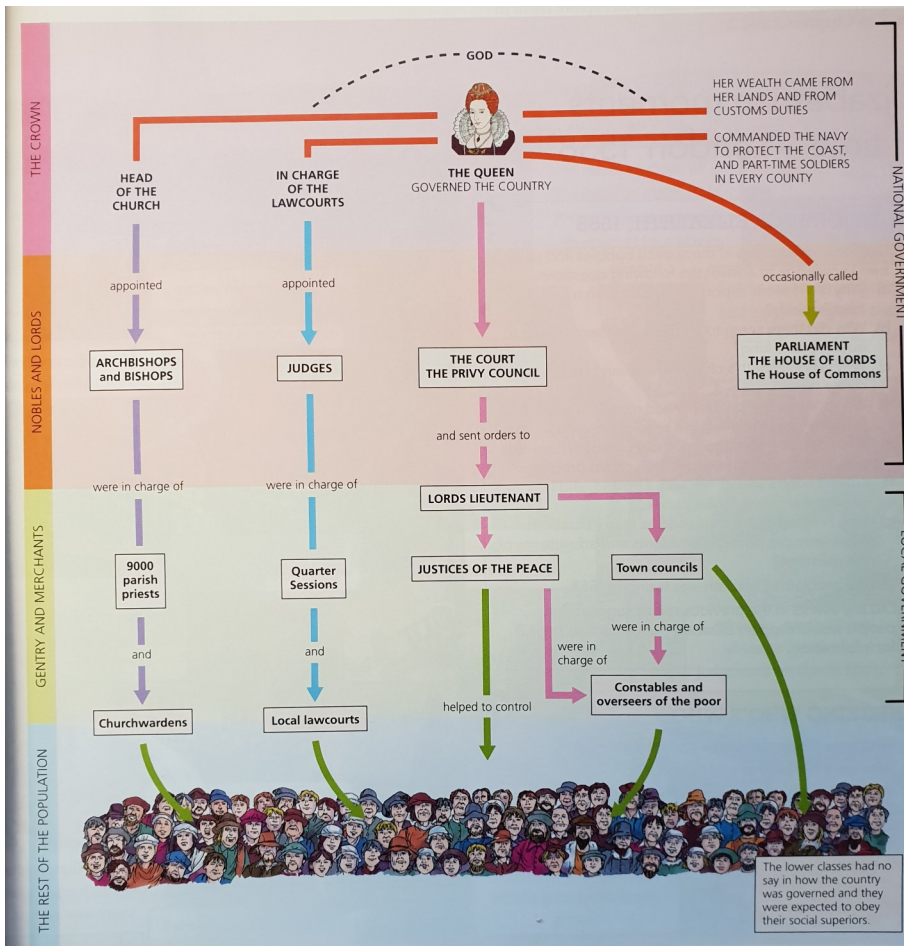
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Key word	Definition
Abdicate	
Act of Supremacy	
Act of Uniformity	
Agents provocateurs	
Ambassador	
Catholic	
Cipher	
Circumnavigate	
Clergy	
Colonies	
Conspiracy	
Courtiers	
Diocese	
Dissolution	
Divine Right	
Ecclesiastical	
Economic recession	
Exchequer	
Excommunicated	
Fireships	
Foreign policy	
Gentry	
Heretics	
Holy communion	
House of Commons	
House of Lords	
Legitimacy	

Martyr	
Mercenary	
Militia	
New world	
Nobility	
Papacy	
Papal bull	
Pilgrimage	
Privateer	
Privy Council	
Propaganda	
Protestant	
Reformation	
Renaissance	
Royal Prerogative	
Royal supremacy	
Sacraments	
Saints	
Social mobility	
Spanish Inquisition	
Subsistence farming	
Succession	
Trade embargo	
Transubstantiation	
Treason	
Vagabond (vagrants)	
Yeoman	

Elizabethan Government



Who would have had more power in Elizabethan England, a member of the court, the privy council or the archbishop? Explain

Who would have more of an impact on the daily lives of the lower classes, justices of the peace, town councils or parish priests? Explain

Elizabethan society

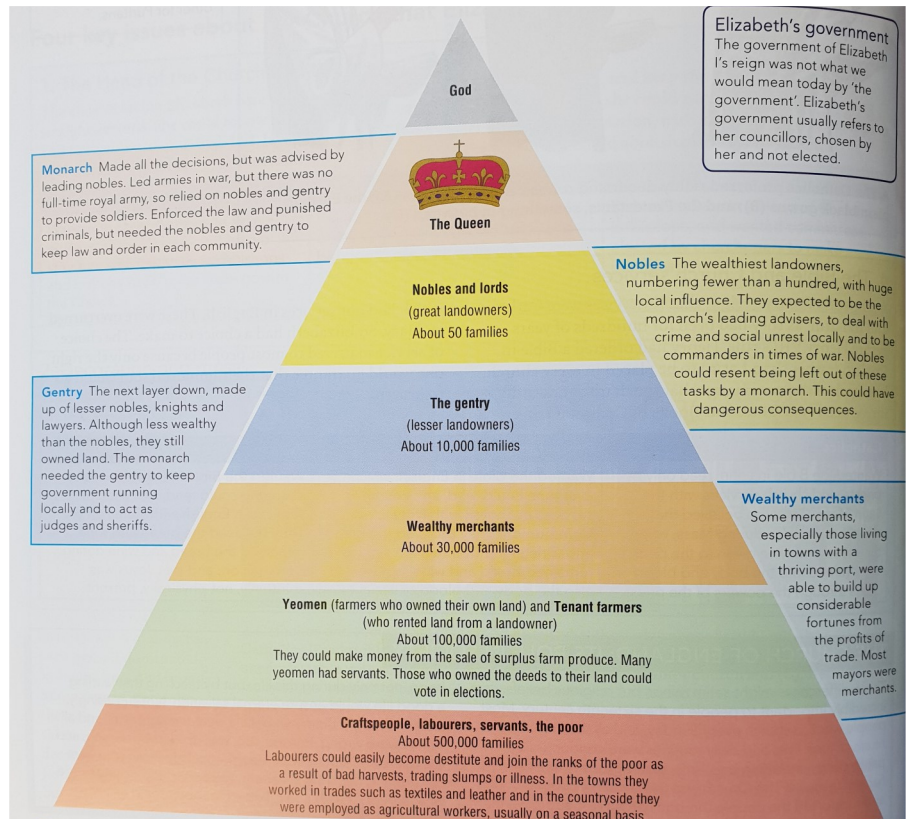
Explain possible consequences if each level of society was unhappy with Elizabeth's rule

Nobles—if they were unhappy with Elizabeth they could refuse to provide soldiers or fail to enforce local law and order.

Gentry

Wealthy merchants

Yeomen



1. Queen, government and religion, 1558–69

The situation on Elizabeth's accession

Elizabeth faces several important problems when she came to the throne in 1558:

<p>Legitimacy</p> <p>Catholics said Henry VIII's marriage to Anne Boleyn was not valid, because he had not lawfully divorced his first wife, Kathrine of Aragon and therefore Elizabeth was illegitimate and had no right to rule.</p>	<p>Money</p> <p>England was £300,000 in debt in 1558. Money could be gained from taxing people, but this was unpopular. Parliament was responsible for raising and collecting taxes on the Queen's behalf. Relying on parliament for money was risky as it gave them power</p>	<p>Gender and marriage</p> <p>Mary I had been the first female monarch and she had not been successful, people hated her husband, Phillip of Spain. Women were considered weaker than men were mentally and physically, and therefore not fit to rule</p>	<p>Foreign threat</p> <p>Scotland, France and Spain were all Catholic and England was Protestant. Elizabeth had a good relationship with Spain in 1558 but not with the other countries, who were in favour of Mary, Queen of Scots becoming Queen of England</p>
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Which problem caused the most immediate and serious threat to her position as Queen of England? Explain your answer

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The 'settlement' of religion

Explain the differences between Catholics, Protestants and Puritans

Catholics	Protestants	Puritans

Briefly outline the three aspects of the religious settlement:

Act of supremacy

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Act of Uniformity

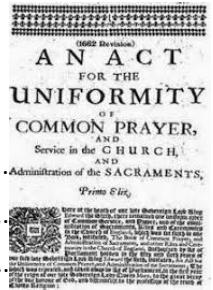
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Royal Injunctions

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Explain which had the most effect on ordinary people

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Highlight any words you don't know. Use a dictionary or internet to look them up and write in their meaning below:

Extract from 'Great Tales from English History' by Robert Lacey, 2003

But it was religion that was the priority after the trauma of Mary's excesses. Traditionally minded, like her father, Elizabeth favoured beautiful vestments, crucifixes and candlesticks, insisting that there should be ceremony at the heart of Sunday worship. Also like her father, she disliked the new-fangled Protestant notion of allowing the clergy to marry, and made clear her disapproval of their wives. England's Catholics were also reassured when she declined to reclaim her father's title of Supreme Head of the Church. It was a subtle distinction, but she settled for Supreme Governor.

For their part, Protestants were pleased to see the powerful rhythms of Cranmer's Book of Common Prayer restored, and hear again William Tyndale's robust English ringing out when the gospel was read. Elizabeth offered both sides a compromise, and she promised no trouble to those who would live and let live—she did not wish to make, in Francis Bacon's words, 'windows into men's souls'. Elizabeth's attempt at a tolerant middle way came to define a certain strand of Englishness.

Bullet point the central point of each paragraph:

According to the extract and your own knowledge, what did Elizabeth have in common with Catholics?

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According to the extract and your own knowledge, what did Elizabeth have in common with Protestants?

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Challenges to the religious settlement

Puritan threats

Date	Puritan threat	Elizabeth's action
1571	Walter Strickland, leader of the Puritan group in Parliament, wanted to reform Elizabeth's new Prayer Book and ban clergy vestments (this was known as the Vestarian Controversy).	Elizabeth silenced him by closing Parliament so his ideas could not be discussed.
1575-83	Some Puritan clergy started organising prayer meetings known as 'prophesyings' which displeased Elizabeth. In these meetings Puritans took a freer approach to prayer and did not follow what Elizabeth had specified. She was concerned ideas might spread that challenged the religious settlement.	Elizabeth ordered her new Archbishop of Canterbury, Edmund Grindal, to ban the meetings but he protested. She suspended him, suggested he resign, and 200 Puritan priests were expelled from their roles.
1583	The Puritan, John Stubbs, published a pamphlet criticising Elizabeth's on-going marriage negotiations with the brother of the Catholic French king.	Stubbs was found guilty of stirring up trouble and sentenced to have had his right hand cut off.

Elizabeth held strong against the Puritan attempts to get her to change the Religious Settlement and the movement lost momentum towards the end of her reign as, one by one, the old Puritan leaders died. By 1590 most of the people accepted the Church of England as the national Church.

Catholic threats

Did the Catholics or the Puritan's pose the biggest threat to Elizabeth?

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	Catholic threat	Elizabeth's action
	Upset that the settlement did not allow Mass to be said in Latin some held Mass secretly in homes of Catholic nobles. Some did not attend church.	Elizabeth did not enforce fines too strictly, she was more focused on keeping the peace.
1570	The Pope excommunicated Elizabeth. This encouraged Catholics not to obey Elizabeth and led to plots to kill Elizabeth and put Mary, Queen of Scots, on the throne instead	Elizabeth kept Mary, Queen of Scots, captive in England. Taking away her freedom was intended to prevent her plotting against Elizabeth.

The problems of Mary, Queen of Scots

Make a mind map showing the reasons why Mary was a problem for Elizabeth

Which was the biggest problem?



2. Challenges to Elizabeth at home and abroad, 1569–88

Plots and revolts at home

Date	Plot	Elizabeth's action
1569 The Northern Earls' Rebellion	The Catholic Earls of Northumberland and Westmoreland hatched a plan to get Mary, Queen of Scots out of jail and on to the throne. They gathered an army of 6,000 soldiers in their	Elizabeth got wind of the plan and sent a huge army to crush the rebellion. Elizabeth put 800 rebels to death and the two Earls fled to Scotland.
1571 The Ridolfi Plot	Roberto Ridolfi, an Italian banker, planned to assassinate Elizabeth and make Mary queen. He had the support of King Philip II of Spain, the Duke of Norfolk, and Mary, Queen of Scots	The plot was uncovered by Elizabeth's advisor, Cecil. Ridolfi and the Spanish ambassador were arrested and expelled from the country.
1583 The Throckmorton Plot	A young Catholic man, Francis Throckmorton, organised a plan for a French army (paid for by the Pope and King Philip II of Spain) to invade England and replace Elizabeth with Mary, Queen of Scots.	Throckmorton was executed and Mary was moved to Tutbury Castle in Staffordshire, where she was held in isolation and allowed no visitors.
1586 The Babington Plot	Sir Anthony Babington planned to rescue Mary, Queen of Scots from jail and murder Elizabeth. Secret letters between the plotters and Mary were discovered which gave Elizabeth's advisers the	This finally led to the execution of Mary Queen of Scots, Babington and six other plotters.

What do all the threats have in common?

What are the differences between the plots?

Which plot posed the greatest threat to Elizabeth? Why?

Relations with Spain

Political and religious rivalry

- Elizabeth had refused to marry Philip of Spain and he resented this
- Philip of Spain wanted to make England Catholic again
- Spanish ambassadors became involved in plots to remove Elizabeth
- Elizabeth's support of the French Protestants angered Philip of Spain
- Measures against Catholics in England after 1570 angered Philip

Commercial rivalry

- English traders began illegal commerce with Spanish settlers in the New World and began to attack Spanish ports.
- Privateers like John Hawkins traded slaves, which challenged the Spanish slave trade
- Francis Drake and other privateers attacked Spanish ships and stole from them
- The Spanish feared Drake and nicknamed him 'El Draque' (the Dragon)

Why did Spanish rivalry increase? Rank these in order of importance and explain your choices

Trade

Privateers

Politics

Religion

Outbreak of war with Spain

Issue	Explanation
Religious	Spain was a Catholic country and England a Protestant country – meaning that the two rulers had
Marriage rejection	King Philip of Spain had been married to Elizabeth’s sister, Mary I. When Mary died he offered to
Piracy	English sailors like Hawkins and Drake attacked and stole treasure from Spanish ships in the New
The civil war in France	France was the traditional enemy of both England and Spain, meaning that they united together against the country. Now France was in civil war it was preoccupied with its own issues and no
Spain supported Catholic plots	There was evidence of Spanish support for plots to restore Catholicism to England, particularly involving getting Mary, Queen of Scots on the throne and Elizabeth off.
The Dutch Revolt	Protestants in the Netherlands began a revolt against Spanish rule in 1572. Elizabeth secretly supported the Dutch rebels because she knew the Dutch revolt would keep the Spanish too busy to
Elizabeth’s army joined the Dutch	Elizabeth sent an army to help the Dutch rebels fight Spain. For the first time English and Spanish armies were fighting each other. England and Spain were now at war.

How important were the issues above for leading to war with Spain? Write each issue in one of the boxes below

Decisive

Important

Quite important

The Armada

Read the text.

Highlight all the different reasons Lang gives for the defeat of the Armada.

Which do you think is the most important reason? Explain

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Are there any other reasons not given?

Extract from ‘British History for Dummies’ by Sean Lang, 2004

Philip put together the largest fleet in history, the Great Armada, and sent it against England. And it was a total disaster.

Everything went wrong. Philip’s best commander died, so he had to put the Duke of Medina Sidonia, who had never fought at sea and suffered from seasickness, in charge. Then Drake suddenly appeared a Cadiz and burned the fleet while they were still in harbour [...] Finally in 1558, the massive Armada set sail up the Channel in a tight crescent shape that the English were not able to break. What the English did instead was to prevent the Spanish landing in England. The Spanish, kept on the move, had to put in at Calais, which meant they couldn’t pick up the powerful Spanish army in the Netherlands. Then the English sent fireships—think floating bombs—into Calais harbour. Panicking, the Spanish scattered any way which, enabling the English to pick them off one by one. Then fierce storms forced the Spanish to keep going north, round Scotland



3. Elizabethan society in the Age of Exploration, 1558–88

Education

Parish schools (up to age 10)

Set up by local churches, taught basic literacy to children of yeomen, farmers, craftsmen

Grammar schools attended by children of the gentry, merchants and yeomen and some of the lower classes. All had to pay for education.

Dame schools girls from better off families were sent to these schools, run by wealthy women in their homes. Focus would be on how to manage a household with basic literacy and maths



Poor children

Received little or no education. Majority of the country was illiterate.

Private tutors

Taught privately to members of the nobility, mostly boys

Universities There were two; Oxford and Cambridge. Boys could go from age 14. A degree was a route for professions for boys who were not

Parish schools (up to age 10)

Set up by local churches, taught basic literacy to children of yeomen, farmers, craftsmen

Changing influence on education:

- **Humanist** philosophers were arguing that education was valuable in its own right and would help people to better understand the world and move away from superstitions.
- Protestants wanted people to be able to read so that they could study the bible.
- The growth of the printing press meant that books were no longer hand written, and therefore cheaper, giving people more opportunity to read.
- The growth of trade meant that Elizabethans needed to be able to read, write and do basic mathematics to record transactions.

Which of these changes would have had the biggest impact on education? Explain

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Which social class, or gender of people would have been impacted the most from these changes? Why?

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William Shakespeare

Leisure—theatre

- There was not a single theatre in London when Elizabeth became queen, instead groups of actors travelled around the country performing.
- The first theatre to be built since Roman times opened in 1576 just outside of London, called 'The Theatre' followed by 'The Curtain' and 'The Rose' before 1588
- People of all social classes loved the theatre, it was cheap and the 'pit' where people stood to watch was in the open air, entrance was 1p. For 2-3p spectators could sit in covered galleries. Upper classes sat on stools on the stage as much to be seen as to see.
- Puritans believed theatres were the work of the Devil.
- Theatres would be closed when there was a plague, as it could spread quickly with so many people in a small space
- The Queen did not attend theatres, but invited the actors to perform for her at court.

Leisure—Sports and pastimes



Inns and taverns were an important part of everyday life for the lower classes



Tobacco was becoming increasingly popular, but it was still expensive



All classes took part in hunting. Upper classes hunted deer or hawking. Poorer people hunted rabbits

Gambling on cards or dice games as well as the outcome of sports such as bear-baiting, cock fighting and racing was popular across all classes, particularly with poorer people



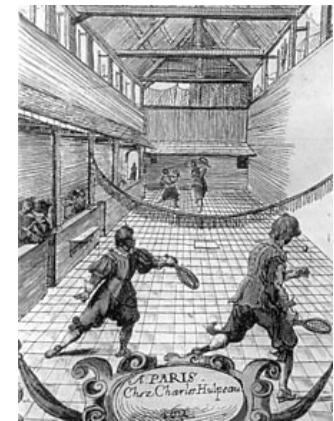
Celebrating feast days was a day off where people could dance



Football was popular among lower classes. It had no set rules and could be very violent



Music was enjoyed by all classes of men and women. Nobles employed musicians, bagpipes and fiddles were popular with lower classes.



Gentlemen played 'real tennis', fencing and bowls

Did the nobles and gentry have more fun with their free time? Explain your answer:

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The main difference in leisure activities came from gender rather than class. How far do you agree?

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The problem of the poor

Reasons for poverty in Elizabethan England

- **Growth of towns**—drove up the cost of rent. Food prices rose as food had to be brought in from rural areas
- **Bad harvests**—(1562, 1565, 1573, 1586) reduced the food supply and drive up prices of food
- **Economic recessions**—caused by trade embargos (restrictions) involving Spain and the Netherlands, created unemployment
- **Enclosure**—land was enclosed to be used by the owner for profit. Got rid of ‘common land’ which everyone was free to use
- **Sheep farming**—growth of wool trade meant farmers reared sheep instead of crops, less people to employ, less food
- **Population growth**—grew nationally as much as 35%

What was the most important reason for poverty in Elizabethan England? Explain your choice:

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Reasons for changing attitudes towards the poor

- Fear that poverty might result in a rebellion
- Increase in cost of dealing with the poor
- Idle poor should be punished

Know your Elizabethan poor people	
Deserving or impotent poor	Idle poor
Could not help themselves, needed charity	Those who could work, but chose not to

Changing policies

1563 Statute of Artificers

To ensure that poor relief was collected
 Anyone who refused to pay could be imprisoned
 Officials failing to organise poor relief could be fined £20

1572 Vagabonds Act

To deter vagrancy
 Vagrants were to be whipped, holes drilled in each ear, and if they were caught a second time, imprisoned, death penalty for a third offence.
 Local JPs were ordered to keep register of the poor in their village and to raise a poor rate to pay for food and shelter for the sick and elderly

1576 Poor relief Act

To distinguish between able bodied and impotent poor, and to help able bodied poor find work.
 JPs provided able poor with wool and raw materials so they could work making things to sell.
 Those who refused help were sent to a prison funded by poor rates known as a house of correction.

Which law most resembles how we treat poor people in the 21st century? Why?

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Draw a picture to show each of the poor laws in the boxes below. Don't use any words!

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Exploration and voyages of discovery

Reasons for exploration during the Elizabethan age

Expanding trade

Into the New World. War with Spain and Netherlands had damaged wool and cloth trades so it was vital to find new markets and products

Adventure

Published accounts of voyages persuaded others to venture into the unknown

Desire to spread Protestantism

Spreading Protestant ideas served to convert what they saw as uncivilised peoples, and to hold back the expansion of Catholic enemies

Private investment

Elizabeth and her courtiers financed voyages, it was risky but successful voyages brought enormous rewards. Increased wealth of the crown and nobility.

New technology

Navigation became more precise, with astrolabes and quadrants. As a result voyages were safer and faster

New learning

The Renaissance encouraged a thirst for knowledge and adventure

Improvements in ship design

Ships became faster, more stable, more manoeuvrable with greater firepower to protect themselves.

Standardised maps

Gave sailors confidence that they were going the right way, which encouraged more voyages

Experience of sailors

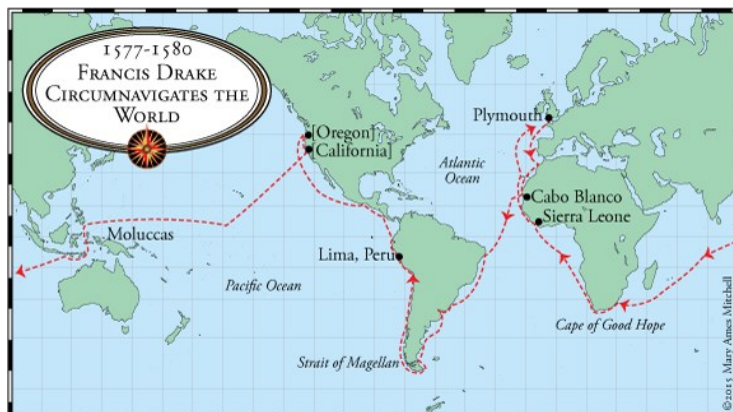
English seamen were well trained. Experienced captains such as Drake inspired loyalty in their crew, who would follow them

Colour code the above reasons to show:

Financial and military motives

To spread ideas and influence

Technical and educational reasons



Drake's aims:

Revenge on the Spanish, who had attacked English fleets in 1568

To capture Spanish gold, silver and treasure

Drake was a Puritan and as such wanted to weaken the greatest Catholic power in Europe—Spain

Hoping to claim new lands for Queen Elizabeth

Wanting to establish new trade routes

How successful was Drake at meeting his aims? Explain your answer:

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Raleigh and Virginia



Sir Walter Raleigh nobleman and courtier. Did not travel to America, but raised funds to finance the colonists

Reasons the attempt to colonise Virginia failed:

- Lack of food
- Poor leadership
- Lack of skills and experience
- Native American attacks
- The war with Spain
- Disease
- Lack of a good harbour

Explain the two most important reasons for the failure to colonise Virginia

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Why was the attempt to colonise Virginia significant, despite its failure?

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Describe two features of... (4 marks)

Mark scheme

Question	
5 (a)	Describe two features of the attempts to colonise Virginia in the 1580s. Target: Knowledge of key features and characteristics of the period. AO1: 4 marks.
Marking instructions	
Award one mark for each valid feature identified up to a maximum of two features. The second mark should be awarded for supporting information. e.g.	
<ul style="list-style-type: none"> • <i>Queen Elizabeth granted Raleigh permission to establish colonies (1) and Raleigh called the land Virginia after Elizabeth (1).</i> • <i>The colonists had problems with the local people (1) and it is thought that the settlers in the second attempt disappeared without trace because of conflict with the local peoples (1).</i> • <i>Colonies would challenge Spain in the Americas (1) and Raleigh hoped to be able to use the local minerals to assist his military expedition if there were conflicts with Spain (1).</i> 	
Accept other appropriate features and supporting information.	

Time

This is the first question in the Elizabeth paper, don't spend longer than **5-6 minutes** answering this

Top tip

You must describe **two** features – if you only describe one you cannot get more than two marks. If you describe more than two you cannot get more than 4 marks and you will waste time.

Example answers - activity: for each highlight the feature in one colour and the supporting info in another

Describe two features of Mary, Queen of Scots' threat to Elizabeth I (4 marks)

Answer : She was Elizabeth's cousin, because they were both descended from Henry VII and Elizabeth of York. Mary's grandmother, Margaret Tudor, was Henry VIII's older sister. She had married James V of Scotland.

Marks: 0/4 – while the knowledge is correct it does not answer the question

Answer: There were plots by Catholics to put Mary on the throne of England because Mary was Catholic.

According to contemporaries, Mary, Queen of Scots, had a stronger claim to the English throne. This was because Henry VIII had said that Elizabeth was illegitimate, and even though he had named her as one of his heirs some years later, he never said she was legitimate.

Marks: 3/4 - First feature is not backed up with supporting info. Second feature is 2 marks.

Describe two features of sports and pastimes for ordinary people

Answer: - Football was a popular sport for working class men. It was extremely violent, matches could last for hours, and on occasion people were killed during the matches. There was no rules about the number of players, size of pitch or size of goal posts.

Elizabethan's from all backgrounds and classes were passionate about music and dancing. The lower classes couldn't afford the same instruments as the gentry, but would play fiddles and bagpipes.

Marks: 4/4 – two features identified and supporting info for both

Describe **two** features of the Elizabethan religious settlement

Feature 1

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Feature 2

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	Feature identified	Supporting information
Feature 1		
Feature 2		

Feedback given by: Teacher Peer Student

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Purple pen improvement:

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Describe **two** features of the Revolt of the Northern Earls

Feature 1

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Feature 2

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	Feature identified	Supporting information
Feature 1		
Feature 2		

Feedback given by: Teacher Peer Student

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Purple pen improvement:

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Describe **two** features of Elizabethan poor relief

Feature 1

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Feature 2

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	Feature identified	Supporting information
Feature 1		
Feature 2		

Feedback given by: Teacher Peer Student

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Purple pen improvement:

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Describe **two** features of Elizabethan government

Feature 1

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Feature 2

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	Feature identified	Supporting information
Feature 1		
Feature 2		

Feedback given by: Teacher Peer Student

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Purple pen improvement:

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Describe **two** features of the Ridolfi Plot

Feature 1

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Feature 2

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	Feature identified	Supporting information
Feature 1		
Feature 2		

Feedback given by: Teacher Peer Student

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Purple pen improvement:

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Describe **two** features of the rivalry between England and Spain

Feature 1

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Feature 2

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	Feature identified	Supporting information
Feature 1		
Feature 2		

Feedback given by: Teacher Peer Student

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Purple pen improvement:

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Describe **two** Elizabethan education

Feature 1

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Feature 2

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	Feature identified	Supporting information
Feature 1		
Feature 2		

Feedback given by: Teacher Peer Student

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Purple pen improvement:

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Describe **two** features of technological exploration which enabled exploration

Feature 1

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Feature 2

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	Feature identified	Supporting information
Feature 1		
Feature 2		

Feedback given by: Teacher Peer Student

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Explain why ... (12 marks)

1	1–3	<ul style="list-style-type: none"> • A simple or generalised answer is given, lacking development and organisation. [AO2] • Limited knowledge and understanding of the topic is shown. [AO1]
2	4–6	<ul style="list-style-type: none"> • An explanation is given showing limited analysis and with implicit or unsustainable links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2] • Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1] <p><i>Maximum 5 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
3	7–9	<ul style="list-style-type: none"> • An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2] • Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1] <p><i>Maximum 8 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
4	10–12	<ul style="list-style-type: none"> • An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2] • Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1] <p><i>No access to Level 4 for answers which do not go beyond aspects prompted by the stimulus points.</i></p>

Explain why questions need more detailed knowledge and an ability to analyse the events with a clear line of reasoning.

12 marks = 18 minutes

You do not have to use the prompt points

If you do not make 3 points then you cannot get above 9 marks.

Example answer

Explain why there was an increase in exploration in the years 1558-88

You may use the following in your answer:

- Navigational aids
- Luxury goods

You **must** also use information of your own

Revision task:

Use one colour to highlight knowledge and another to highlight explanation in the example answer below

One reason why there was an increase in exploration in the years 1558-88 was the use of navigational aids. As the years went on, technology improved – better boats were built and more technical compasses were built ensuring better navigation when sailing the sea. These aids were very useful and therefore increased exploration as it allowed the sailors to know where they were going, and therefore where they had been, allowing them to move in new directions and discover new places.

Another reason why there was an increase in exploration in the years 1558-88 was because of luxury goods. This meant because of the discovery of the New World there was more discoveries in luxury goods. This meant more had to be exported and traded between countries, so therefore more exploration as they looked for new places with goods.

The last reason there was an increase in exploration in the years 1558-88 was because of Francis Drake and other privateers. Francis Drake was a privateer close to Elizabeth so often sailed to find new places to steal money and invade ships to get England out of their £300,000 debt. This meant as they got more in debt, Elizabeth demanded more exploration to pay it back and so Drake did this job for her.

Examiner feedback

This response covers three aspects of content but there are issues in each instance.

In the first and second paragraphs, which develop the stimulus points, knowledge is vague, although the link to further exploration is explicit.

The last paragraph demonstrates stronger subject knowledge but there is only an implicit link to increased exploration. This answer reached the top of Level 2 – **6 marks**.

How far do you agree ... ? (16 marks + 4 SPaG)

Level	Mark	Descriptor
	0	No rewardable material.
1	1-4	<ul style="list-style-type: none"> A simple or generalised answer is given, lacking development and organisation. [AO2] Limited knowledge and understanding of the topic is shown. [AO1] The overall judgement is missing or asserted. [AO2]
2	5-8	<ul style="list-style-type: none"> An explanation is given showing limited analysis and with implicit or unsustained links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2] Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1] The overall judgement is given but its justification is asserted or insecure. [AO1] <p><i>Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
3	9-12	<ul style="list-style-type: none"> An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2] Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1] The overall judgement is given with some justification, but some criteria selected for the required judgement are left implicit or not validly applied. [AO2] <p><i>Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
4	13-16	<ul style="list-style-type: none"> An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2] Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1] Criteria for the required judgement are justified and applied in the process of reaching the overall judgement. [AO2] <p><i>No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.</i></p>

Allow **30 minutes** for this question

Take a few minutes to **plan** your answer.

You need to make at least 3 points

You need to argue for **both sides**

You must come to a **judgement** and be clear about your reasoning. For example why is one factor more important than the other – did it set others in motion, have a wider impact etc.

Basic answer plan should look like this:

On one hand	On the other hand
Point 1	Point 2
	Point 3
Conclusion	

How far do you agree....? Check list

- ◇ Made at least one point disagreeing
- ◇ Made at least one point agreeing
- ◇ Made three points overall
- ◇ Used own knowledge
- ◇ Used wording from the question to focus the answer
- ◇ Made a judgement on how far you agree
- ◇ Explained your judgement (what makes one factor more important than another)

Example answer

'Religion was the main cause of the Revolt of the Northern Earls in 1569-70' How far do you agree? Explain your answer

You may use the following in your answer:

- Catholic grievances
- The Earls of Northumberland and Westmoreland

You **must** also use information of your own.

I think that the main cause of the Northern Revolt was not the religion. I think that one of the main causes was the lack of power the Catholic families had was the main cause. Under the rule of Mary the Catholics families had loads of influence and power, however when Elizabeth became queen they lost loads of power. If Elizabeth had not taken away their power I think that Northumberland and Westmoreland would not have started a revolt.

I also think that the revolt started because Elizabeth was giving more power to another smaller families which left some men much more powerful than the Catholics and she even gave more power to families that were not royal. The fact that their families had more power than Northumberland and Westmoreland who were powerful and ancient families most likely caused them to become enraged and then they decided to start the revolt because if they still maintained their power they would not want to revolt against Elizabeth because then they would not have power.

However people may agree with the statement because there was high tension between the Catholics and Protestants when Elizabeth became Queen many Catholics hated her and wanted a Catholic heir to the throne. The Northumberland and Westmoreland families were ancient and Catholic so they hated not having a Catholic heir. Furthermore to Catholics, Protestants were heretics so if Northumberland thought that the leader of England was a heretic they would likely raise to overthrow her and that is what happened.

I conclude that the Northern Revolt was not mainly caused by religion because there were other factors that were important. These were that the Catholic families lost power and other, smaller families became more powerful than them.

Examiner feedback

The content only refers to the stimulus points so cannot access level 4

Explanation

material is mainly directed at the focus of the question, and there is analysis– eg shows how Elizabeth’s treatment of lesser families angered the Earls. There is a line of reasoning which is mainly sustained.

Knowledge

Good understanding of the causes of the revolt and characteristics of the period but less detail about the revolt.

Judgement

Overall judgement given which disagrees with statement there is some justification but the criteria (reasons) are only implied within the main body of the answer and are not drawn out in the introduction or conclusion. It is implied but not clear why religion was not as important.

Low level 3 answer – 9

What could the third point have been for this question?

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