

REVISE PEARSON EDEXCEL GCSE (9–1)

History EARLY ELIZABETHAN ENGLAND, 1558–88

PRACTICE PAPER Plus⁺



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History

**EARLY ELIZABETHAN
ENGLAND, 1558–88**

PRACTICE PAPER Plus⁺

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This Practice Paper is designed to complement your revision and to help you prepare for the exam. It does not include all the content and skills you need for the complete course and has been written to help you practise what you have learned. It may not be representative of a real exam paper. Remember that the official Pearson specification and associated assessment guidance materials are the only authoritative source of information and you should always refer to them for definitive guidance.

For further information, go to: quals.pearson.com/GCSEHistory

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About this book

This book is designed to help you prepare for your Pearson Edexcel GCSE (9–1) History Early Elizabethan England, 1558–88 exam. It focuses on the skills you will need to answer the exam questions successfully.

You could work through the book in order. Alternatively, you could go straight to the section you want to focus on.

1 Knowledge booster

- ✓ Get started with these quick warm-up activities
- ✓ Recap what you already know about the topic
- ✓ Find out what you need to revise in more detail
- ✓ Use the links to the Revise Pearson Edexcel GCSE (9–1) History Revision Guide and Workbook to find more revision support

2 Exam skills

- ✓ Get useful tips and guidance on how the exam works and what you need to do
- ✓ Understand how each question type works
- ✓ See how to write a successful answer with the 'steps to success' skills builders
- ✓ Learn how to avoid common mistakes

This Practice Paper Plus book

3 Practice paper

- ✓ Write straight into this book
- ✓ Have a go at a full practice paper on this topic
- ✓ Use the hints and reminders in the margins to stay focused on what you need to do to answer each question successfully
- ✓ Tackle the paper under exam conditions by covering up the guidance in the margins

4 Practice paper answers

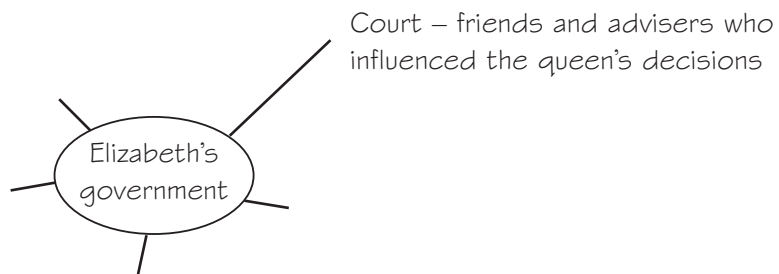
- ✓ Read the mark schemes and notes to find out what a successful answer would include
- ✓ See full example answers to each question
- ✓ Look at the annotations and comments to understand what makes each answer successful
- ✓ Get ideas about how to improve your own responses in the exam

Government and religion

This key topic is about the early years of Elizabeth's reign, from 1558 to 1569. It covers what England was like, how Elizabeth 'settled' religious problems and some of the challenges she faced.

Society and government in 1558

- 1 Complete this concept map with the main parts of Elizabeth's government. For each part, give the name and say what their role was.



Challenges at home and abroad in 1558

- 2 Complete this table about the challenges Elizabeth faced at home in 1558.

Challenge	Give one reason why this was a problem for Elizabeth
She was unmarried	
Her legitimacy was challenged	
The government had financial problems	

- 3 Which **three** countries were potential threats to Elizabeth?

.....

Elizabeth's religious settlement of 1559

- 4 Draw lines to match the key terms on the left to the definitions on the right.

A. Act of Supremacy	i. A set service to use in all churches
B. Book of Common Prayer	ii. Instructions to priests on the new rules
C. Act of Uniformity	iii. Law making all churches look the same and have the same services
D. Royal injunctions	iv. Law making Elizabeth Head of the Church of England

Government and religion

Challenges to Elizabeth's religious settlement

5 Complete this table to show why and how Puritans and Catholics opposed the settlement.

	Puritans	Catholics
Two reasons why they opposed the settlement		
One example of how they opposed the settlement		

The Catholic challenge from abroad

6 Give three reasons why Catholic countries opposed Elizabeth.

-
-
-

Why was Mary, Queen of Scots, a problem for Elizabeth?

7 State why Mary had a claim to the English throne.

.....

8 Complete the table to show Elizabeth's possible solutions for Mary, and potential new problems.

Possible solution	Potential new problem
Hand Mary to Scottish lords	They might execute her, triggering war with France and Spain.
	There would be another Catholic ruler near England.
	Catholics in England might overthrow Elizabeth.
Send Mary abroad	

Revision Guide

How did you do? Go to pages 1–14 of the Revision Guide to remind yourself of any points you aren't sure about, and for more about this key topic.

Challenges to Elizabeth

This key topic is about the challenges Elizabeth faced at home and abroad later in her reign, from 1569 and 1588. It covers the plots and revolts in England, as well as the difficult relationship with Spain, which led to war and the Spanish Armada.

Plots and revolts against Elizabeth

- 1 Write numbers in the boxes to order these threats to Elizabeth from most serious (1) to least serious (4). Make sure you can give reasons for your choice.

A. Revolt of the Northern Earls

C. Throckmorton Plot

B. Ridolfi Plot

D. Babington Plot

- 2 Give **two** methods the spymaster Walsingham used to protect Elizabeth.

-
-

Mary's execution, 1587

- 3 Complete this concept map to give **four** reasons why Mary was executed.



- 4 Give **two** reasons why Mary's execution was significant.

-
-

Rivalry with Spain

- 5 Decide which statements are true and which are false. Circle your answers.

A. Spain and England were happy to share trade in the New World.	True	False
B. All trade in the New World had to be licensed by the Spanish government.	True	False
C. Drake was ordered to avoid causing problems for the Spanish.	True	False
D. To the Spanish, privateers like Drake were just pirates.	True	False
E. Elizabeth supported the actions of the English privateers against Spain.	True	False

Challenges to Elizabeth

Relations with Spain

6 Complete the table below. Give **one** reason for each event.

Event	Why this made England's relationship with Spain worse
Dudley's campaign in the Netherlands, 1585–88	
Francis Drake's raid on the Spanish navy at Cadiz, 1587	

7 Which **one** of these sentences best describes the outcome of the English campaign in the Netherlands for England? Tick (✓) the correct answer.

- A. A huge success ☐ B. A limited success ☐ C. A complete failure ☐

The Spanish Armada, 1588

8 Fill in the gaps to complete these sentences.

Philip II launched the Spanish Armada. The purpose was to attack

A main reason for this was that Philip wanted to put a on the throne of England. The had promised absolution to anyone who supported the Armada.

9 Which **one** of these sentences describes Philip's strategy? Tick (✓) the correct answer.

- A. The Armada would sail straight to England and invade Kent. ☐
- B. The Armada would collect soldiers from the Netherlands then invade Kent. ☐
- C. The Armada would patrol the sea to stop England invading Spain. ☐

The English victory over the Spanish Armada

10 Which of the following are reasons why the English defeated the Armada? Tick (✓) the correct answers.

- | | | | |
|---------------------------------------|--------------------------|---------------------------------------|--------------------------|
| A. Communication problems | ☐ | E. The weather | ☐ |
| B. French ships helped England | ☐ | F. The Spanish gunpowder was wet | ☐ |
| C. English ships were better equipped | ☐ | G. English tactics were superior | ☐ |
| D. The Spanish panicked | ☐ | H. The Spanish were short of supplies | ☐ |

Revision Guide

How did you do? Go to pages 15–25 of the Revision Guide to remind yourself of any points you aren't sure about, and for more about this key topic.

Society and exploration

This key topic is about Elizabethan society in the Age of Exploration, between 1558 and 1588. It covers education and leisure, the problem of the poor, and the exploration of the New World.

Education in Elizabethan England

1 (a) How did the nobility educate their children?

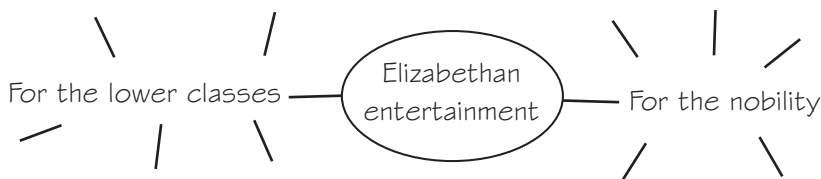
.....

(b) Who attended grammar schools?

.....

Entertainment in Elizabethan England

2 Complete this concept map with **five** examples of types of entertainment for each group.



The problem of the poor

3 Decide which statements are true and which are false. Circle your answers.

- | | | |
|--|-------------|--------------|
| A. Poverty was not a serious problem in Elizabethan England. | True | False |
| B. Enclosure made poverty worse by fencing off common land. | True | False |
| C. Towns grew, which increased rents leading to greater poverty. | True | False |
| D. An increase in sheep farming meant more food for the poor. | True | False |

4 Complete the table below with examples of policies toward the poor in Elizabethan England.

Law or action	How did it affect the poor?
Poor rate	
Charity	
	People who did not pay poor rates were punished.
1576 Poor Relief Act	
	Vagrants would be whipped and have a hole drilled through each ear. They could be executed for their third offence.

Society and exploration

Factors prompting exploration

5 Draw lines to match the reason for exploration on the left with the explanation on the right.

A. Expanding trade	i. The development of devices such as quadrants and astrolabes made voyages safer, more direct and faster.
B. New technology	ii. The wealthy were prepared to take risks for high profits, which made more voyages possible.
C. Adventure	iii. English traders needed to find new markets and products so travelled widely.
D. Triangular trade	iv. The method of buying and selling invented by John Hawkins encouraged other traders to work in a similar way.
E. Private investment	v. Accounts of riches found in distant lands encouraged young men to set sail on voyages of discovery.

Drake's circumnavigation of the globe

6 Which of the following are reasons why Drake set sail in 1577? Tick (✓) the correct answers.

- | | |
|---|--------------------------|
| A. He wanted to sail around the globe. | ☐ |
| B. He wanted to attack Spanish colonies in the Pacific. | ☐ |
| C. He wanted revenge for a Spanish attack that had killed many of his men. | ☐ |
| D. He had a bet with a Spanish captain that he could sail around the world. | ☐ |
| E. He wanted the profits of trade from beyond the Americas. | ☐ |

7 Give **two** reasons why Drake's circumnavigation was significant.

-
-

Raleigh and the attempted colonisation of Virginia

8 Give **one** reason why Raleigh's role in the attempted colonisation of Virginia was significant.

.....

9 Give **two** reasons why the colonies in Virginia failed.

-
-

Revision Guide

How did you do? Go to pages 30–33 of the Revision Guide to remind yourself of any points you aren't sure about, and for more about this key topic.

In the exam

After all your revision and preparation, you want to do well. There are some key things you should remember in the exam.

What should I take with me?

- You must write in **black**, so it is a good idea to have more than one black pen with you.
- You might want a highlighter to mark the key words in the questions.
- Don't fill your desk with loads of other things. You know you won't need a calculator, for example, so leave it in your bag.
- Don't bother with correction fluid – just cross out any mistakes.

Where should I start?

- Start with the front cover of your exam paper.
- The most important bit is the space for your name – don't forget to write it!
 - It tells you how much time you have for the exam.
 - For Paper 2, it will remind you to check you have both booklets (one for your period study and one for your British depth study).
 - It will tell you which questions you **must** answer, and which ones you can choose.

How can I stay focused?

- 1** Take deep, slow breaths at the start of the exam, and to help you to focus as you work through the paper.
- 2** Highlight the key words in the questions, like dates, to make sure you focus on the right thing.
- 3** Plan your answers, especially for the longer essay questions. Work out what you want to say before you start writing.
- 4** If you get stuck, try a new question and come back to the other one later. Or make a list of what you do know about the topic in the question to help you get started.

How can I manage my time?

- It is a good idea to divide your time. Spend more time on questions that are worth more marks. You could even write on the paper (on the front cover or next to each question) the time you will start each question before you begin answering.
- Check the time regularly to make sure that you still have enough time for the longer answers.
- If you haven't finished answering a low-mark question but you are running out of time, move on to a higher-mark question. You can come back if you need to.

How much should I write?

- Your exam paper will give you space to write in for each question.
- Use the number of marks as a guide to how much you should write – a 12-mark question will need more than a 4-mark one.
- You don't always need to fill the space – this does not necessarily mean more marks.

How should I check my work?

- Leave about five minutes at the end for checking.
- Check that you didn't miss any questions.
- Check your spelling and punctuation.
- Check that you have not made any obvious mistakes, like using the wrong date.

Top tip

If you run out of space to finish an answer, **ask for more paper**. Don't use the answer space for the next question. This will make your answer hard to read. If you use extra paper, write 'answer on extra paper' at the bottom of the answer space. Then write the question number on the extra paper and complete your answer. At the end, check any extra paper has your name on it and that it is clear which answers you have finished there.

Had a look ☐Nearly there ☐Nailed it! ☐

Writing clear answers

The most important thing in the exam is writing the correct information, but it also helps to write clear, well-organised answers. This will make your answers easier to follow.

Get the basics right

- ✓ Use a good, **black** pen.
- ✓ Use paragraphs – they will help to make your points clearer.
- ✓ Write in the correct answer spaces. If you use extra paper, add a label to the new page to make it clear which question you are continuing. Write 'answer on extra paper' where you ran out of space.
- ✓ If you make a mistake, cross it out neatly.

How can I write clearly?

Paper 2 is not marked for spelling, punctuation and grammar, but you should still write well.

- 1 Always use formal language.
- 2 Use capital letters, full stops and commas correctly.
- 3 Connect ideas and make your meaning clear with phrases such as 'for example', 'however', 'consequently', 'significantly'.
- 4 Use key terms for the topic.

Does my handwriting matter?

Your work will be marked, no matter what your handwriting is like. **However**, it is always a good idea to write as neatly as you can to make sure all the words in your answer are clear.

Imagine you had to mark these sentences. Which is easiest to read?

One reason for this is

One reason for this is

Should I plan my answers?

Plans help you to organise your ideas.

- ✗ **4-mark questions** – you don't need a plan for these short answers.
- ✓ **12-mark and 16-mark questions** – make a plan for these questions. Many of the best exam answers for these questions have plans.

There are different ways to plan. You can see examples on pages 18, 19, 22, 39, 43 and 47.

Top tip

How can I write effective paragraphs?

A good way to write effective paragraphs is to use **PEEL** – Point, Evidence, Explain, Link:

One reason that the Northern Earls revolted was to protect Catholicism. The Northern Earls had kept their Catholic faith after the religious settlement. Elizabeth had appointed a Protestant as Archbishop of Durham. The Northern Earls knew that Elizabeth wanted their Catholic religion to die out and they felt that they needed to fight to defend it. They also disliked the new archbishop. Therefore, the Earls prepared to revolt to protect Catholicism in England.

POINT – say what the paragraph is about.

EVIDENCE – give examples.

EXPLAIN – say what the evidence shows.

LINK – connect back to the question. This paragraph is answering the question 'Explain why the Northern Earls revolted in 1569'.

Had a look



Nearly there



Nailed it!



Using key terms

Using key terms helps to show you know and understand the topic.

What key terms might I need to use?

accession – when a person becomes king or queen

auld alliance – a name used to describe the friendship between Scotland and France

Catholicism – the only type of Christianity followed in Western Europe until the 16th century. Catholics owe allegiance to the Pope, the head of the Catholic Church.

Church of England – the established church in England that became Protestant under Elizabeth

cipher – a code used to keep messages secret

circumnavigation (of the globe) – sailing all the way around (the world)

clergy – people who carry out religious duties

colonisation – when one country takes over another for its own use

court – all the advisers, friends and servants around a king or queen

divine right – the idea that God appointed monarchs (so they cannot be challenged)

deserving poor – people who were poor through no fault of their own and so were deserving of help

enclosure – when wealthy farmers closed off common farmland to use for themselves

idle poor – people who were poor due to laziness. The Elizabethans thought they did not deserve help

inflation – when money becomes worth less over time

legitimate (legitimacy) – born to parents who were married to each other

monarch – the king or queen

navigation – travelling (at this time by sea) from one place to another using maps and compasses

New World – the Elizabethan term for the Americas

papacy – the authority and power of the Pope

parliament – a group of politicians who pass laws and control taxes for the government. One half is the Commons and the other half the Lords.

Pope – the head of the Catholic Church.

privateers – armed ships owned and crewed by private individuals (also known as privateers) sent by the British government to attack foreign ships

Protestantism – a type of Christianity which began in Western Europe in the 16th century. Protestants do not accept the authority of the Pope or many of the teachings of the Catholic Church.

Puritan – a Protestant with very extreme religious beliefs

Privy Council – a group of advisers who helped the monarch to govern England

real wages – what a person's wages are worth in terms of what they can buy with the money

Reformation – when some churches in Europe, including the Church of England, changed from Catholic to Protestant

the slave trade – buying or kidnapping Africans and selling them as slave labour in the West Indies

vagabond (vagabondage) – a homeless beggar; the state of being a homeless beggar

vestments – the official clothes worn by clergy

Make sure that you can spell foreign or very old words, like **auld alliance**, correctly.

The key terms on this page are the most important ones. If you think of others, write them down in the back of this book.

The key terms with capital letters will always use capital letters, wherever they appear in a sentence.

Had a look



Nearly there



Nailed it!



Understanding your exam

It is a good idea to understand how your exam works. You will know what to expect and this will help you to feel confident when you are in the exam.

Paper 2 British depth study

Your British depth study is one half of your Paper 2 exam. The other half is your period study. Paper 2 is...



a written exam



1 hour 45 minutes in total for both halves.

Your British depth study is...



about 50 minutes



worth 32 marks



worth 20% of your GCSE History.

What will I get in the exam?

- You will get an exam paper. The paper has spaces to write your answers.
- Because Paper 2 has two halves, your exam paper will come as two booklets – one for your British depth study and one for your period study.
- You will be given both booklets at the same time.
- It is up to you which exam paper you do first – your British depth study or your period study.

What is a British depth study?

This paper – Early Elizabethan England, 1558–88 – explores a part of British history. It is called a depth study because the period of time it covers is quite a short one (1558–88), and it covers that time period in a lot of detail.

What historical skills does my Paper 2 British depth study assess?

Your GCSE History exam papers are designed to assess different historical skills, or 'Assessment Objectives' (AOs).

Your Paper 2 British depth study will assess these assessment objectives:

AO1 – Demonstrate knowledge and understanding of the key features of the period.

This means you need to show your knowledge of the topic, including details of the main events, people and themes.

AO2 – Explain and analyse events using second-order historical concepts.

This means you need to analyse historical ideas in your answers. These ideas are called **second-order historical concepts**.

Second-order concepts

✓ Causation (why things happened)

✓ Change

✓ Consequences (the results of something)

✓ Continuity (staying the same)

✓ Similarity

✓ Significance (how important an event, idea or change was)

✓ Difference

Had a look ☐

Nearly there ☐

Nailed it! ☐

Understanding your exam

What type of questions will be on the exam paper for my British depth study?

The questions for your British depth study will always follow the same pattern:

1a Describe **two** features of ...
(4 marks)

Question 1a is the **describing** question:

- ④ Worth 4 marks
- 🔍 Tests AO1
- 🕒 Spend about 6 minutes
- ✓ Describe **two** different features of the topic.

1b Explain why ...
(12 marks)

Question 1b is the **explaining why** question:

- ⑫ Worth 12 marks
- 🔍 Tests AO1 and AO2
- 🕒 Spend about 18 minutes
- ✓ You get **two** prompts in the question and you **must** use some of your own information.

1c 'An opinion.' How far do you agree?
(16 marks)

Question 1c is the **judgement** question:

- ⑯ Worth 16 marks
- 🔍 Tests AO1 and AO2
- 🕒 Spend about 24 minutes
- ✓ Pick **one of two** question choices
- ✓ You get **two** prompts in the question and you **must** use some of your own information
- ✓ You need to reach a judgement.

Understanding Question 1a

Question 1a will always be structured in the same way. Make sure you know how this question works and what it is asking you to do.

How does Question 1a work?

This tells you that you need to write about **two** separate features.

1a Describe **two** features of education in Elizabethan England.

Identify the command word. This question will always ask you to 'describe'.

(4 marks)

Check how many marks the question is worth. This will help you to manage your time.

This is the topic for the question. Sometimes it will be broad like this, but it could be a specific event, like 'Drake's raid on Cadiz (1587)'.



This question is similar to Question 1 on Paper 1 (your thematic study).

What does Question 1a assess?

- ✓ Question 1a tests Assessment Objective 1.
- ✓ You need to show your knowledge of the topic.
- ✓ This will involve giving details of features such as main events, people and themes.

How long should I spend?



Spend about 6 minutes on Question 1a.

Try not to spend longer than this as the next questions will need plenty of time.

Take a look at page 10 for more about the assessment objectives.

What does 'describe' mean?

Describe means that your answer should show that you understand what the topic in the question is. You don't need to give reasons for it or say how important it was. You just need to give two separate pieces of information about the topic.

Top tip

The key thing to remember is that you can pick any two features but they **must** be connected to the topic in the question.

What is a feature?

A **feature** is a relevant piece of information about the topic. This could be what happened, who was involved, how it affected people or any other detail about the topic.

For example, for the question above about education, you could mention:

- who was educated
- where they were educated
- what they learned
- how education affected people
- attitudes to education.

Had a look ☐

Nearly there ☐

Nailed it! ☐

Understanding Question 1a

Features and supporting information

Each feature you describe in your answer needs supporting information. This means you need to give a bit more detail for each feature you identify. For example, for the question on education on page 12, you could have this feature and supporting information:

One feature was that sons of nobles were often sent to other noble households to learn to become future noblemen.

This is a **valid feature** of Elizabethan education. This would get one mark.

They would learn subjects like Latin and philosophy, but also horse riding and archery.

This is **supporting information** that adds to the feature about the education of noblemen. It is not a new feature. This would get one mark.

How is Question 1a marked?

Marks are available for identifying the features and for providing supporting information:

- ✓ There is **one mark available for each valid feature** you identify, so one mark for giving one feature and two marks for giving two features. Adding more features does not improve your mark.
- ✓ There is **one mark available** for adding supporting information to one of your features, and **two marks** if you add supporting information to both of your features.

Using language to write clear answers

To make your answer clear, you could introduce each feature like this:

One feature was ...

A second feature was ...

Top tip

Remember to use **key terms** in your answer.

Turn to page 8 for more about writing clear answers. You can find examples of key terms on page 9.

Top tips for success

- ✓ Describe **two different features** – take care not to use the same feature twice.
- ✓ Use **valid features** – make sure that both features are connected to the topic in the question.
- ✓ For each feature, write two sentences – one to **identify** the feature and one to add **supporting information** that is connected to that feature.
- ✓ Keep your answers **concise** – don't write more than you need to.
- ✓ Use the **space** on the exam paper – there will be a space marked for each feature.
- ✓ Be specific – avoid very general, vague sentences (like 'education was not very good').
- ✓ Be accurate – use correct facts to support your features.

Top tip

Had a look ☐

Nearly there ☐

Nailed it! ☐

Answering Question 1a

You need to understand how you can write a successful answer to Question 1a.

Reading the question

1a Describe **two** features of education in Elizabethan England.

(4 marks)

Always read the question carefully before you start writing your answer. Make sure you are clear about what the topic of the question is.

Short, 4-mark questions do not need a plan.

Steps to success

1

Identify **one** valid feature of the topic. Write **one** sentence about it.

Feature 1

One feature was that middle-class boys were taught in grammar schools to be gentlemen.

Answer in the correct space on the page.

Describe your first feature in the space for 'Feature 1'.

Identify one valid feature that is relevant to the topic.

2

Add information to support your first feature, using your knowledge of the topic. Write **one** sentence.

This included learning Latin and how to debate.

Add a sentence of supporting information.

Make sure the supporting information is connected to your first feature. It should not be an unconnected fact.

3

Identify a **second** valid feature of the topic. Write **one** sentence about it.

Feature 2

A second feature was that boys and girls were educated separately.

Identify a second feature that is relevant to the topic.

Make sure your second feature is different to your first feature.

4

Add information to support your second feature, using your knowledge of the topic. Write **one** sentence.

Boys learned more classical, academic subjects but education for girls was focused on the home and being mothers.

Add a sentence of supporting information.

Make sure the supporting information is connected to your second feature.

Had a look ☐

Nearly there ☐

Nailed it! ☐

Answering Question 1a

Getting it right

Question 1a should be a good chance to get some straightforward marks at the beginning of your exam paper. Stay focused on the question and don't write more than you need to. Look at these examples.

Feature 1

One feature was that there were strict punishments for students who broke the rules. (1) This could include being caned. (1)

✓ The first feature is valid – there were strict punishments. It also has relevant supporting information, which is an example of a punishment. So Feature 1 would get 2 marks.

Feature 2

A second feature was that the punishments were not pleasant. A student who broke the rules, like by being late, could be beaten.

✗ The second feature repeats the first feature, so does not get any marks. To improve, this answer needs a second feature that is different from the first.

Feature 1

Punishments in the schools were very harsh. (1) Young boys went to petty schools.

✓ This is a valid feature.

✗ This supporting information is not connected to the feature so does not get any marks. The supporting information should be about the harsh punishments.

Feature 2

In grammar schools, boys often read parts of the Bible. (1) Sons of nobles learned things like dancing and wrestling.

✗ This is also a valid feature, but again the supporting information is not connected to the feature so does not get any marks. It should be about using the Bible in school – for example, that many schools were run by Protestants.

Feature 1

One feature was that the children of yeomen would often learn through an apprenticeship. (1) This meant being trained by craftsmen to become a master at a specific job. (1)

✓ This is a valid feature. It has also supporting information that develops the feature. So Feature 1 would get 2 marks.

Feature 2

A second feature was that most poor children did not go to school as they would grow up to be labourers. (1) This meant that most people in England did not learn to read or write. (1)

✓ This is a second, different feature, which also has supporting information. So Feature 2 would get 2 marks.

Did you notice that the features in this strong answer are different from the ones in the answer on page 14? It doesn't matter which features you describe as long as they are accurate and valid.

Understanding Question 1b

Question 1b will always be structured in the same way. Make sure you know how this question works and what it is asking you to do.

How does Question 1b work?

Identify the command phrase. This question will always ask you to 'explain why'.

You **must** include at least one reason from your own knowledge.

This is the issue that you need to explain.

1b Explain why Elizabeth faced challenges to her authority when she became queen in 1558.

(12 marks)

You may use the following in your answer:

- financial problems
- the question of Elizabeth's legitimacy

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

If the question has dates, make sure that you write about the correct time period.

Check how many marks the question is worth. This will help you to manage your time.

Look at the two suggestions. They might be helpful in deciding what to write about.



This question is similar to Question 4 on Paper 1 (your thematic study) and Question 2 on Paper 3 (your modern depth study).

What does Question 1b assess?

- ✓ Question 1b tests Assessment Objectives 1 and 2.
- ✓ You need to show your knowledge of the topic.
- ✓ You also need to show you can explain and analyse **causation** (why events or changes happened).

How long should I spend?



Spend about 18 minutes on Question 1b.

This question is worth 12 marks so leave yourself enough time to do a good job. But don't spend too long – you will need enough time for the 16-mark essay question.

Take a look at page 10 for more about the assessment objectives.

What does 'explain why' mean?

Explaining why means giving reasons for something. It is different to just describing a topic. For example, if you were asked 'what was school like today?' you would describe your day. But if you were asked 'why did you go to school today?' you would give reasons why you went to school. It is the same with this question – you need to write an analysis that explains the issue in the question.



The key thing to remember is that you need **three reasons** and each one needs to be **connected to the question topic**.

What will Question 1b focus on?

Question 1b could ask you about any aspect of Early Elizabethan England you have studied. It could be about a broad topic, like the example above (challenges to Elizabeth's authority), or a specific event, like Drake's raid on Cadiz (1587). The question could ask you to explain an event, a development, a success or a failure.

Top tip

Had a look ☐ Nearly there ☐ Nailed it! ☐

Understanding Question 1b

Choosing reasons

Question 1b will always include two bullet points. **These bullet points are only suggestions – you don't have to use them.**

This type of question will always have several possible reasons. So if you don't know what one of the bullet points means, or you don't feel confident writing a paragraph about it, you can replace it with a reason of your own.



For example, the question on page 16 suggests 'financial problems' and 'the question of Elizabeth's legitimacy'. If you were answering this question, you could write about these reasons. However, you need **three** reasons in your answer, so you would need to add at least one idea of your own – for example, her gender, the threat from France, or the claim of Mary, Queen of Scots.

Remember!

Even if you replace one or both bullet points with another reason, you still need to give **three** reasons overall. At least one of the reasons needs to be your own information.

How is Question 1b marked?

Strong answers to Question 1b:

- ✓ Give an analytical explanation that is tightly focused on the question throughout.
- ✓ Keep the explanation clear and well organised throughout.
- ✓ Include information that is accurate, relevant and closely linked to the question.
- ✓ Show a wide range of knowledge and understanding of the topic.

Using language to write clear answers

To make your answer clear, you could start each paragraph like this:

One reason was...

A second reason was...

A third reason was...

Writing analytically

You need to make sure you are **explaining why**. This is called writing analytically. Use phrases like these to explain the issue in the question:

- This led to...
- As a result...
- Consequently...
- This increased/reduced...
- This showed that...

Top tip

Remember to use **key terms** in your answer.

Turn to page 8 for more about writing clear answers. You can find examples of key terms on page 9.

You don't need to write an introduction or a conclusion for Question 1b.

Top tips for success

Top tip

- ✓ Give **three** reasons in your explanation.
- ✓ Include **information of your own**.
- ✓ **Plan** your answer before you write. This will help you to stay focused on the question throughout your answer.
- ✓ Structure your answer clearly using **PEEL paragraphs**.
- ✓ **Explain clearly** why each reason you include explains the issue in the question.
- ✓ Support each reason with **clear and accurate information** about the topic.
- ✓ If the question includes a date range (for example, 'between 1558 and 1588'), only include information from that period.

Had a look ☐

Nearly there ☐

Nailed it! ☐

Answering Question 1b

You need to understand how you can write a successful answer to Question 1b.

Reading the question

- 1b Explain why Elizabeth faced challenges to her authority when she became queen in 1558.
(12 marks)

You may use the following in your answer:

- financial problems
- the question of Elizabeth's legitimacy

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

Always read the question carefully before you start writing your answer. Make sure you are clear on the topic.

Check the number of marks. This will help you to use your time well in the exam.

How can I structure my answer?

- 1 Write about your first reason in one PEEL paragraph.



- 2 Write about your second reason in one PEEL paragraph.



- 3 Write about your third reason in one PEEL paragraph.

Remember PEEL: Point – Evidence – Explain – Link.

You can find out more about paragraphing and the PEEL structure on page 8.

Plan your answer

This question is worth 12 marks, so take a minute or two to make a quick plan before you start writing.

1. Financial problems
 - £300 000 debt
 - expensive wars
 - bad harvests
2. The question of Elizabeth's legitimacy
 - Catholics denied Henry VIII's annulment
 - Mother = executed
3. Gender
 - Sister 'Bloody' Mary
 - Pressure to marry but would lose power

The best answers are well organised, with three paragraphs. Structure your plan to reflect this.

Number the points in your plan so you have an order for your answer.

Keep your plan short and simple. You don't need to write in full sentences.

Remember to include your own knowledge in the plan. This plan includes a third reason that was not mentioned in the question.

This is one style of plan. You can see another style on page 39.

Answering Question 1b

Steps to success

- 1 Write a paragraph about your first point. Remember to use PEEL to structure your paragraph clearly.

One reason that Elizabeth faced challenges to her authority was that she had financial problems. When she was crowned, the government was £300 000 in debt, which was more than the income received from taxes in a year. This was the result of bad harvests and expensive wars before she became queen. Consequently, Elizabeth's funds were low. This presented a challenge to Elizabeth's authority because without enough money it was hard for her to govern the country or to pay for important things, like soldiers if England was attacked.

Make a clear **point** at the start to show what the paragraph is about. This example uses one of the reasons given in the question.

Include some **evidence**. This example only uses a couple of points but it is enough to show understanding of the topic.

Explain how the reason caused the consequence (a challenge).

Link back to the question. This example uses words from the question to make the link.

- 2 Write a paragraph about your second point. Keep focused on the question and use PEEL to structure your writing.

A second reason was the question of Elizabeth's legitimacy. Elizabeth had been born to Henry VIII's second wife, Anne Boleyn. Although the marriage was legal in English law, many Catholics refused to accept the annulment of Henry's first marriage under Church law. Catholics claimed that the new marriage was not legal, which would mean that Elizabeth was illegitimate and could not be queen. Henry had even declared her illegitimate after Anne's execution. This presented Elizabeth with a challenge to her authority because it meant that her opponents could claim that she did not have any right to be the queen of England.

Point

Evidence

Explain – here, the phrase 'which would mean' is used to write analytically.

Link back to the question.

- 3 Write a paragraph about your third point. Remember to refer back to your plan and stay focused on explaining why.

A third reason was her gender. Like her sister Mary, Elizabeth was female...

As a result...

This challenged Elizabeth's authority because...

Always include **three** reasons. This paragraph is about a reason that was not suggested in the question, so it also uses your own knowledge.

Had a look



Nearly there



Nailed it!



Answer Question 1a, Question 1b and EITHER
Question 1c(i) OR Question 1c(ii).

1a Describe **two** features of Elizabeth's government when she became
queen (1558).

(4 marks)

Feature 1

.....

.....

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.....

.....

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Feature 2

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Time

Spend **about 6 minutes**
on this question.

Unlocking the question

'**Describe**' means giving
information. You don't
need to give reasons.

Unlocking the question

A **feature** means any
relevant, accurate piece
of information about
the topic.

Revision Guide

Revise this topic on
page 1.

Watch out!

Make sure you describe
two different features.

Hint

Add supporting details to
each feature.

Watch out!

Make sure that your
supporting information is
connected to the feature.

Hint

Use language such as
'One feature was...' to
make your answer clear.
Use **key terms**.

Top tip

Be specific, accurate and
keep your answers short.



Top tip

Unlocking the question

Unlocking the question

Watch out!

Watch out!

Unlocking the question

Revision Guide

(12 marks)

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