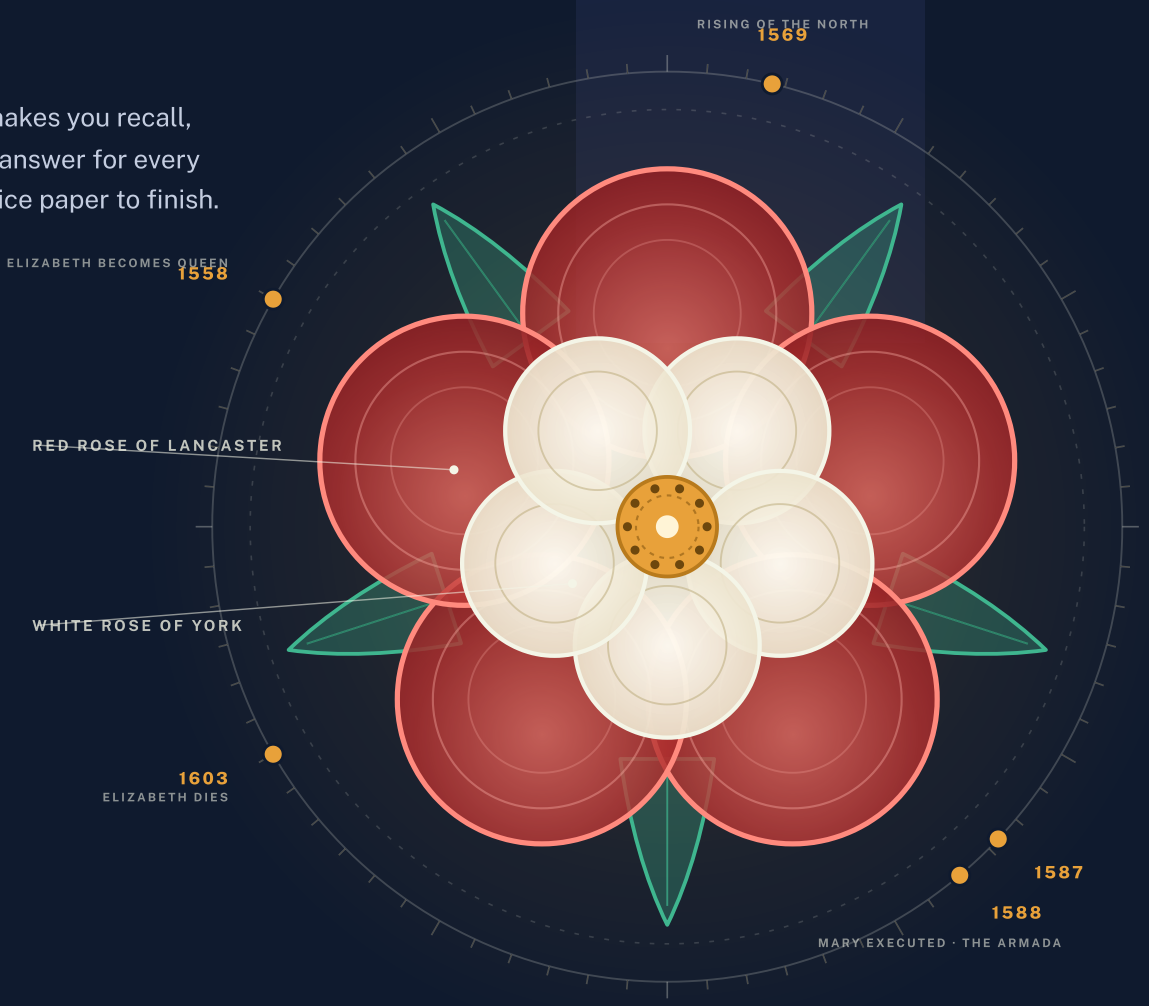
AQA GCSE HISTORY (8145) · PAPER 2 · SECTION B · OPTION BC

# Elizabethan England

## Elizabeth's court, her people and her enemies, c1568 to 1603

The revision guide that makes you recall, not reread. A 60-second answer for every big question, and a practice paper to finish.




**8**
BIG QUESTIONS, EACH ON TWO PAGES

**111**
KEY WORDS TO OWN

**4**
MODEL ANSWERS, SELF-MARKED

**31**
PAGES, PRINT-READY

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START HERE

# Contents and how it works

**START HERE**

The exam on one page ..... 3

The whole story in one table ..... 4

**PART ONE · ELIZABETH'S COURT AND PARLIAMENT**

1 How did Elizabeth rule? ..... 5–6

2 Why was it hard to be a female ruler? ..... 7–8

**PART TWO · LIFE IN ELIZABETHAN TIMES**

3 A Golden Age? For whom? ..... 9–10

4 The poor ..... 11–12

5 English sailors ..... 13–14

**PART THREE · TROUBLES AT HOME AND ABROAD**

6 Catholics and Puritans ..... 15–16

7 Mary, Queen of Scots ..... 17–18

8 Spain and the Armada ..... 19–20

**PART FOUR · THE HISTORIC ENVIRONMENT**

Your site, in sixteen marks ..... 21–22

**SKILLS, WORDS AND PRACTICE**

Questions 1, 2, 3 and 4: models and self-marking ..... 23–25

Key words A to Z (111) ..... 26–27

Practice paper: plan it ..... 28

Answers ..... 29

For your teacher ..... 30

More History resources ..... 31

### Every topic has two pages

**Learn it.** A 60-second answer, the facts with a circle to colour, key words, and a decision card where you stand in Elizabeth's shoes.

**Use it.** A diagram, two sides of an argument, the questions it could be asked as, a box to write from memory, and a quick-fire quiz.

### The Gap Hunter

Every fact has a circle. After you try to recall, colour it: ● I knew it, ◐ I was unsure, ○ I missed it. Revise the ○ first, then the ◐.

### Four steps, every time

**Predict** how much you will remember. **Recall** with the page covered. **Check** in another colour. **Repair** the weakest part, and come back in two days.

### Key words

Each topic has its own words with a box to tick when you can use them in a sentence. All of them are collected, with more, on pages 26–27.

### A four-week plan

**Week 1:** topics 1 and 2. **Week 2:** topics 3 to 5. **Week 3:** topics 6 to 8. **Week 4:** your site (pages 21–22) and the practice paper (page 28). Each week, learn it and use it, then write one question, mark it against pages 23 to 25 and repair it. Come back to every topic two days later and again a week later. Only a week? Read the story table (page 4), then do two topics a day using the 60-second answers, the two-sides box and the quick-fire, then the practice paper.

### Teachers

Licence, a twenty-minute lesson, and what to check before you hand it out are on page 30.

WHERE THIS TOPIC SITS IN THE EXAM

# The exam on one page

Elizabethan England is one of four options for the British depth study. It is examined in **Paper 2: Shaping the nation**, Section B. Paper 2 lasts 2 hours, carries 84 marks and is worth half of your GCSE.

**Section B: British depth study, including the historic environment**

Four compulsory questions, 40 marks. All four parts of the content are tested every year. Parts one, two and three feed questions 1 to 3. Part four, the historic environment, feeds question 4. Question 1 gives you Interpretation A in a separate Interpretations Booklet.

| Q | THE QUESTION ASKS | MARKS | WHAT IT WANTS FROM YOU |
|---|---|---|---|
| **1** | How convincing is Interpretation A about…? | **8** | Judge one interpretation, in words or a picture, using what it says and your contextual knowledge of a key event, development, group or person from Parts one to three. |
| **2** | Explain what was important about… | **8** | Explain the importance of a key event, development, group or person: its consequences, and the difference it made. Ideas such as cause, change, continuity and consequence help. Parts one to three. |
| **3** | Write an account of… | **8** | A narrative that explains how one thing led to another, in order, and shows change. Parts one to three. |
| **4** | A statement, then: How far does a study of the site support it? | **16** | An extended answer that reaches a judgement. Refer to the specified site and your contextual knowledge, linking it to wider events and developments, using change, continuity, cause or consequence. |

**About an hour**

AQA's recent Paper 2 covers advise about 1 hour on Section A and about 1 hour on Section B. For Section B that is roughly 12 minutes for each 8-mark question and 24 for the essay. Check the front of your own paper.

**The four parts of the content**

**One:** Elizabeth's court and Parliament. **Two:** Life in Elizabethan times. **Three:** Troubles at home and abroad. **Four:** The historic environment of Elizabethan England.

**Specialist words matter**

AQA's top band for the four marks for spelling, punctuation and grammar on Paper 2 asks for 'a wide range of specialist terms' (specification, page 40). Those marks are on the last question of Section A, not in Section B, but the habit pays off in every answer. Pages 26–27 are your word bank.

**What this guide is not**

It is not a teaching scheme, and it does not explain how AQA builds and marks the whole qualification. Section A of Paper 2 is a different study, so none of this guide is examined there. The question wording above follows AQA's published papers.

THE BIG PICTURE

# The whole story in one table

**Try this:** cover two columns. Look at one column and say what else was happening in the other two. Then pick any five dates and explain why each mattered.

| YEAR | PART ONE · COURT AND PARLIAMENT | PART TWO · LIFE | PART THREE · TROUBLES |
|---|---|---|---|
| **1558** | Elizabeth becomes queen, aged 25. Cecil is Secretary of State. | | |
| **1559** | | | Acts of Supremacy and Uniformity: the Religious Settlement. |
| **1560** | Amy Robsart dies. Dudley can no longer be a husband. | | |
| **1562–66** | Smallpox nearly kills her (1562). Parliament presses her to marry and name an heir (1563, 1566). | | Mary forced to give up the Scottish throne (1567). |
| **1568** | | Hawkins's ships attacked at San Juan de Ulúa. | Mary flees to England. Douai college founded. |
| **1569** | | | Northern Rebellion. |
| **1570** | | | The Pope excommunicates Elizabeth. |
| **1571** | Cecil becomes Lord Burghley. | | Ridolfi Plot discovered. |
| **1572** | Cecil becomes Lord Treasurer. | Poor Law: poor rate, vagabonds punished. | Duke of Norfolk executed. |
| **1573** | Walsingham becomes Secretary of State. | | |
| **1576** | Peter Wentworth's speech on free speech. | The Theatre opens. Houses of correction. | Grindal suspended (1577). |
| **1577–80** | | Drake sails round the world. | |
| **1579–81** | Anjou marriage talks. | Drake knighted (1581). | First Jesuits (1580). Campion executed (1581). £20 fine. |
| **1583** | | | Throckmorton Plot. Whitgift becomes archbishop. |
| **1585** | | First Roanoke colony. | Treaty of Nonsuch. Law against seminary priests. |
| **1586** | | | Babington Plot. Mary tried. |
| **1587** | Hatton Lord Chancellor. | The Rose theatre. Second Roanoke colony. | Mary executed. Drake raids Cadiz. |
| **1588** | Leicester dies. | | The Spanish Armada. |
| **1590** | Walsingham dies. | Hardwick Hall built 1590–97. | |
| **1594–97** | | Harvests fail. | |
| **1596** | Robert Cecil becomes Secretary of State. | | Spanish fleet scattered by storms. |
| **1598** | Burghley dies. | Poor Law Act. | |
| **1599** | Essex fails in Ireland. | The Globe opens. | |
| **1600** | | East India Company founded. | |
| **1601** | Essex's rebellion. The Golden Speech. | Poor Law Act. | |
| **1603** | Elizabeth dies. James VI becomes James I. | | |
| **1604** | | | War with Spain ends. |

1

TOPIC 1 OF 8 · PART ONE · ELIZABETH'S COURT AND PARLIAMENT

# How did Elizabeth rule?

LEARN IT

**THE 60-SECOND ANSWER**

Elizabeth ruled through her court and her ministers, but she took the big decisions herself. She chose her advisers, kept the Privy Council small and rewarded loyalty with offices, land and titles. This was patronage. Cecil and Walsingham ran the government day to day. Courtiers competed for her favour, so none grew too strong. Ceremony, portraits and summer progresses showed her people who was in charge.

**FACTS TO KNOW. COLOUR EACH CIRCLE: ● KNOW IT ◐ SHAKY ○ MISSING**

- ○ **A hard start.** Queen from 17 November 1558, aged 25. She had been imprisoned under her half-sister Mary I, and was cautious by habit.
- ○ **Her character.** Clever and well educated, but slow to decide. She disliked being pushed, often delayed, and kept even her ministers guessing.
- ○ **The Privy Council.** Her chosen senior advisers. It advised her and carried out policy. She picked its members and could remove them.
- ○ **Key minister: William Cecil.** Chief minister for forty years: Secretary of State from 1558, Lord Burghley from 1571, Lord Treasurer from 1572 until his death in 1598.
- ○ **Key minister: Francis Walsingham.** Secretary of State from 1573 and head of her secret service. His agents tracked Catholic plots. He died in 1590.
- ○ **Patronage.** Offices, titles, land, pensions and monopolies given for loyalty. It cost the Crown little and kept nobles hoping for her favour.
- ○ **Favourites.** Dudley (Earl of Leicester) was closest, then Hatton, Raleigh and Essex. Rivalry for her favour split the court into factions.
- ○ **The court.** Her household and the nobles who attended her, moving between palaces such as Whitehall and Greenwich. Banquets, plays, music and tournaments.
- ○ **Progresses and image.** Each summer she toured the country, staying in nobles' houses (Kenilworth, 1575: nineteen days). Portraits and ceremonies built her image as a strong Protestant queen.

**KEY WORDS · SAY IT, SPELL IT, USE IT**

- ☐ **Court** the queen's household and the nobles and officials around her. Where favour was won.
- ☐ **Privy Council** the monarch's chosen senior advisers.
- ☐ **Minister** an official who helps to run the government.
- ☐ **Patronage** giving offices, land, titles or money in return for loyalty.
- ☐ **Favourite** the courtier a monarch likes best, who gets the most rewards.
- ☐ **Faction** a group at court working together to win power and rewards.
- ☐ **Progress** a journey round the country by the monarch and court.
- ☐ **Nobility** the highest rank in society: dukes, earls and barons.

**GO FURTHER**

Patronage worked partly because Elizabeth was short of money. She could not pay a big army or civil service, so she paid in honours and favours. In the 1590s, with a war to fund, there was less to give and rivalry sharpened: Essex against the Cecils is the best example. *Watch out: Don't write that the Privy Council ruled. It advised. Elizabeth decided.*

**YOUR MOVE** **1586 · Leicester takes a title**

Your favourite, Leicester, is leading your army in the Netherlands. Without asking you, he accepts the title 'Governor-General' from the Dutch. You wanted to help the Dutch, not rule them.

- (A) Accept it. It strengthens the Dutch cause.
- (B) Order him to give it up, and show who is in charge.
- (C) Recall him at once and send someone else.

**COVER THIS, CHOOSE, THEN READ**

She was furious and ordered him to give up the title. Favourites could rise high, but only while she allowed it.

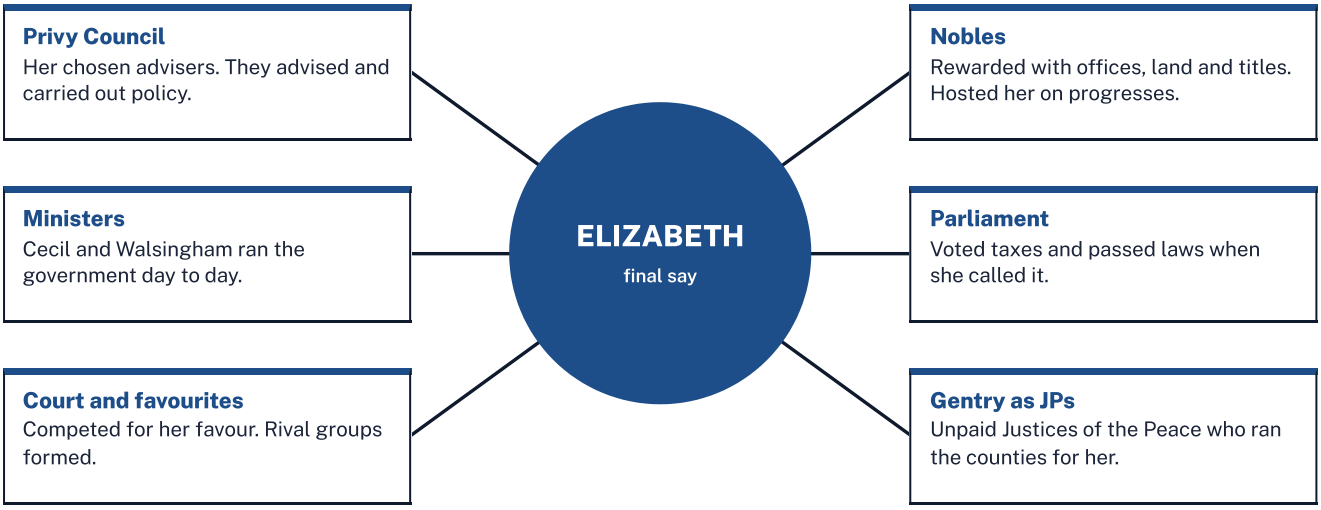
1

TOPIC 1 OF 8 · PART ONE · ELIZABETH'S COURT AND PARLIAMENT

# How did Elizabeth rule?

USE IT

## HOW POWER FLOWED IN ELIZABETHAN ENGLAND




INTERPRETATION TO JUDGE

**"Patronage was the main way Elizabeth controlled her court."**

### WHAT IS CONVINCING

- Offices, land, titles and monopolies all came from her, so nobles had to keep her happy.
- Leicester, Hatton, Raleigh and Essex owed their wealth and position to her.
- It cost the Crown little, so she could reward many people.
- She could take favour away. Raleigh was sent to the Tower in 1592 after secretly marrying.

### WHAT IS LESS CONVINCING

- Her own personality and image mattered: she was admired as well as obeyed.
- The Privy Council and ministers such as Cecil gave steady, experienced government.
- Patronage could backfire: rivalry for rewards split the court into factions.
- It did not stop Essex, who felt shut out of rewards and rebelled in 1601.

How convincing is it? Circle one: very · partly · not very. Because _____

### COULD BE ASKED AS

- **Question 1:** How convincing is this interpretation about how Elizabeth controlled her court?
- **Question 2:** Explain what was important about patronage in Elizabeth's reign.
- **Question 3:** Write an account of how Elizabeth used her court and progresses to show her authority.

### COVER BOTH PAGES. WRITE YOUR 60-SECOND ANSWER FROM MEMORY

**Predict ___ / 9 facts  Got ___ / 9**

### QUICK-FIRE. ANSWERS ARE ON PAGE 29

**1.1** What is patronage?

**1.2** Who ran Elizabeth's spy network?

**1.3** Who was her chief minister for most of the reign?

**1.4** Why did Elizabeth go on progresses?

**1.5** Name two of her favourites.

**1.6** Who made the final decisions, the Privy Council or Elizabeth?

2

TOPIC 2 OF 8 · PART ONE · ELIZABETH'S COURT AND PARLIAMENT

# Why was it hard to be a female ruler?

LEARN IT

**THE 60-SECOND ANSWER**

In 1558 most people believed a woman should not rule alone. They expected Elizabeth to marry and have a son. She refused to be pushed. She kept suitors hopeful, never married and would not name an heir. Parliament pressed her on both, but she managed it by calling it only when she needed taxes and by shutting down debates she disliked. In her last years war, hunger and Essex's rebellion tested her authority. It held, and James VI of Scotland succeeded her peacefully in 1603.

**FACTS TO KNOW. COLOUR EACH CIRCLE: ● KNOW IT ◐ SHAKY ○ MISSING**

- ○ **Attitudes.** Most men thought women weaker and fit to obey. In 1558 John Knox attacked rule by women in print. Elizabeth had to prove herself.
- ○ **Marriage problems.** A foreign husband could drag England into foreign wars. An English one would make rivals jealous. Any husband might expect to rule.
- ○ **Suitors and scandal.** Philip II, Archduke Charles, Dudley and the Duke of Anjou (1579–81). Dudley's wife, Amy Robsart, died in 1560 and rumours blamed him. She never married.
- ○ **The succession.** No children. Smallpox nearly killed her in 1562, and Parliament urged her to name an heir in 1563 and 1566. She refused, fearing an heir would become a focus for plots.
- ○ **Heirs.** Mary, Queen of Scots, a Catholic, was the strongest claimant until 1587. Then her Protestant son, James VI of Scotland. Elizabeth never formally named him.
- ○ **Managing Parliament.** Called only for money or laws, and sitting for weeks. She could end sessions, veto bills and use Councillors to steer the Commons.
- ○ **Free speech.** Peter Wentworth demanded it in 1576 and was sent to the Tower. John Stubbs lost his right hand in 1579 for attacking the Anjou match.
- ○ **The 1590s.** War with Spain, rebellion in Ireland, high taxes and bad harvests. MPs complained about monopolies, such as the sole right to sell salt or starch.
- ○ **Essex, 1601.** The Earl of Essex failed in Ireland, lost favour and tried to raise London on 8 February 1601. Almost nobody joined. He was executed on 25 February.
- ○ **The end.** The Golden Speech (30 November 1601). She died on 24 March 1603 and James VI became James I peacefully.

**KEY WORDS · SAY IT, SPELL IT, USE IT**

- **Succession** who takes the throne next. ☐
- **Heir** the person due to inherit the throne. ☐
- **Suitor** someone who courts a person hoping to marry them. ☐
- **Subsidy** a tax voted by Parliament for the monarch. ☐
- **Veto** the monarch's power to refuse a bill, so it does not become law. ☐
- **Speaker** the MP who chaired the Commons and spoke for it to the monarch. ☐
- **Monopoly** the sole right to make or sell a product, granted by the monarch. ☐
- **Rebellion** an armed rising against the ruler. ☐

**GO FURTHER**

Was she ever going to marry? Historians disagree. Some think she wanted a husband in the 1560s. Others think the suitors were a tool of foreign policy. Either view can score if you back it with evidence, so say which you find stronger and why. Watch out: Essex's rebellion was small and short. Say what it shows about her authority, not only what happened.

**YOUR MOVE** **1601 · Parliament attacks monopolies**

MPs are furious that favourites and friends hold monopolies that push up prices. The Commons is loud. You need their loyalty and their taxes for the war in Ireland.

- (A) Ignore them. Monopolies are your right.
- (B) Punish the loudest MPs.
- (C) Give way: promise reform and thank them.

**COVER THIS, CHOOSE, THEN READ**

She gave way. She cancelled the worst monopolies and, in the Golden Speech, thanked MPs for telling her of the abuses. She ended her last Parliament with their goodwill.

2

TOPIC 2 OF 8 · PART ONE · ELIZABETH'S COURT AND PARLIAMENT

# Why was it hard to be a female ruler?

USE IT

## FOUR SUITORS, AND WHY NONE BECAME HER HUSBAND

| SUITOR | WHEN | WHY HE SEEMED USEFUL | WHY IT NEVER HAPPENED |
|---|---|---|---|
| **Philip II of Spain** | 1559 | Powerful ally. He had been married to her half-sister Mary I. | Catholic, and would drag England into Spain's wars. She refused. |
| **Archduke Charles of Austria** | 1560s | A Habsburg prince, brother of the Holy Roman Emperor. | Catholic, and he would not give up the Mass. Talks faded. |
| **Robert Dudley** | 1559 on | English, her close friend, and a Protestant. | His wife's death in 1560 caused a scandal. Nobles resented him. |
| **Francis, Duke of Anjou** | 1579–81 | Heir to the French throne. An ally against Spain. | Catholic, over twenty years younger, and hugely unpopular. Her Council split. |

**Why not say no?** A hopeful suitor kept France or Spain friendly. Many historians think this was as important as any wish to marry.

### ELIZABETH COULD

- Call, end or dissolve Parliament.
- Veto (refuse) any bill.
- Use Privy Councillors in the Commons to steer business.

### PARLIAMENT COULD

- Vote taxes (subsidies). She needed them, above all in wartime.
- Pass laws, with her agreement.
- Petition her to marry or name an heir, and raise complaints such as monopolies.

INTERPRETATION TO JUDGE

**"By 1601 Elizabeth's authority was in decline."**

### WHAT IS CONVINCING

- War with Spain and in Ireland cost huge sums, and taxes were heavy.
- Harvests failed and prices rose from 1594 to 1597.
- Her favourite, Essex, was ready to use force against her ministers.
- She was in her late sixties with no named heir, and MPs forced her to give ground on monopolies.

### WHAT IS LESS CONVINCING

- Essex's rebellion collapsed within hours. Few Londoners joined him.
- She handled the monopolies row well and the Golden Speech kept loyalty.
- It was a rising by one court faction. It did not spread, and there was no civil war.
- The crown passed smoothly to James in 1603.

How convincing is it? Circle one: very · partly · not very. Because _____

### COULD BE ASKED AS

- **Question 1:** How convincing is this interpretation about Elizabeth's authority in 1601?
- **Question 2:** Explain what was important about the problem of the succession.
- **Question 3:** Write an account of Essex's rebellion of 1601.

COVER BOTH PAGES. WRITE YOUR 60-SECOND ANSWER FROM MEMORY

**Predict ___ / 10 facts Got ___ / 10**

### QUICK-FIRE. ANSWERS ARE ON PAGE 29

**2.1** Who was the main Catholic claimant to the throne until 1587?

**2.2** Who became king when Elizabeth died in 1603?

**2.3** Name one reason Parliament was called.

**2.4** Why was Peter Wentworth sent to the Tower in 1576?

**2.5** What did Elizabeth promise about monopolies in 1601?

**2.6** What happened to Essex after his rebellion?

3

TOPIC 3 OF 8 · PART TWO · LIFE IN ELIZABETHAN TIMES

# A Golden Age? For whom?

LEARN IT

**THE 60-SECOND ANSWER**

For the rich, Elizabeth's reign felt golden. Trade, land and law brought wealth to the gentry and merchants. They built grand houses, wore costly clothes and flocked to a new kind of entertainment, the theatre. For the poor it was harder, because prices rose faster than wages and harvests failed in the 1590s. So 'golden age' fits some people better than others, and a good answer always says who it was golden for.

**FACTS TO KNOW. COLOUR EACH CIRCLE: ● KNOW IT ◐ SHAKY ○ MISSING**

- ○ **Living standards.** Trade, farming and law made gentry, merchants and better-off farmers richer. The population rose from about 3 million to about 4 million.
- ○ **The Great Rebuilding.** Better-off families rebuilt homes in brick and stone, with chimneys, glass windows, upper floors and more furniture.
- ○ **Showpiece houses.** Longleat, Burghley House and Hardwick Hall (1590–97, built for Bess of Hardwick) had large windows, and many such houses had long galleries and formal gardens. Size showed wealth and loyalty.
- ○ **Fashion.** The rich wore ruffs, embroidered doublets, silks and jewels. Clothes showed rank, and sumptuary laws tried to control who wore what.
- ○ **The gentry.** Landowners below the nobility, enriched by land, wool, trade and law. Unpaid JPs and MPs, so vital to Elizabeth's government.
- ○ **Trade and London.** Companies such as the Muscovy (1555) and East India (1600) Companies opened new markets. London grew fast.
- ○ **The first playhouses.** James Burbage built The Theatre in Shoreditch in 1576. The Rose (1587) and the Globe (1599) followed on the south bank.
- ○ **At the play.** Afternoon daylight shows. A penny to stand, more for a seat. Boys played women's parts. Writers included Marlowe and Shakespeare.
- ○ **For and against.** Elizabeth and nobles, as patrons, backed plays. Puritans and City officials feared immorality, disorder and plague, so playhouses were built just outside the City.

**KEY WORDS · SAY IT, SPELL IT, USE IT**

- **Golden Age** a label for a time of success. Historians debate whether it fits. ☐
- **Prosperity** wealth and success. ☐
- **Gentry** landowners ranking below the nobility. ☐
- **Great Rebuilding** a historian's term for the wave of new and improved houses. ☐
- **Sumptuary laws** laws on what each rank could wear. ☐
- **Playhouse** a building made for plays. ☐
- **Groundlings** the audience who paid a penny to stand in the yard. ☐
- **Patron** someone powerful who supports another with money and protection. Actors needed one: a law of 1572 treated those without as vagabonds. ☐
- **Plague** a deadly disease spread in crowded towns. Playhouses closed in outbreaks. ☐

**GO FURTHER**

'Golden Age' is a label put on the reign later. It fits the court, London and the rich far better than it fits farm labourers. If an interpretation calls the reign golden, ask whose lives it is describing. *Watch out: Don't write 'it was a golden age' as if it were a fact. Say who for, and give evidence.*

**GOLDEN FOR WHOM? YOU DECIDE. TICK ONE BOX FOR EACH GROUP**

| GROUP | WHAT CHANGED FOR THEM | GOLDEN AGE? |
|---|---|---|
| **Nobles** | Offices and land from the queen, but hosting her and court life cost fortunes. | ☐ yes ☐ partly ☐ no |
| **Gentry** | Richer from land, trade and law. New houses and local power as JPs. | ☐ yes ☐ partly ☐ no |
| **Merchants** | New trade routes and companies. London growing fast. | ☐ yes ☐ partly ☐ no |
| **Labourers** | Wages bought less. Harvests failed from 1594 to 1597. | ☐ yes ☐ partly ☐ no |
| **Vagabonds** | No work, harsh punishment, relief only after 1572. | ☐ yes ☐ partly ☐ no |

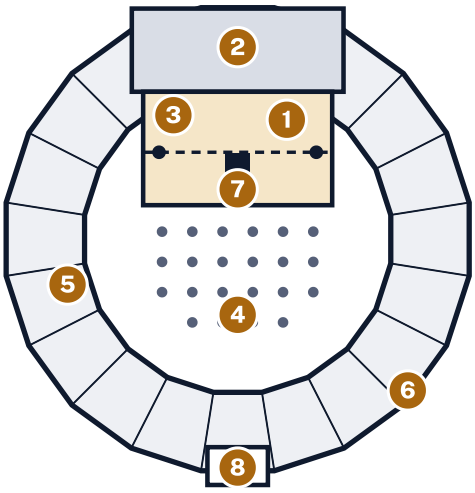
Now finish this: 'It was a golden age for … but not for …, because …'

3

TOPIC 3 OF 8 · PART TWO · LIFE IN ELIZABETHAN TIMES

# A Golden Age? For whom?

USE IT




A playhouse from above. Not to scale.

### INSIDE AN ELIZABETHAN PLAYHOUSE

1. **Stage.** Jutted out into the yard so the audience stood or sat on three sides.
2. **Tiring house.** Changing rooms and storage behind the stage. The word means 'attiring'.
3. **The heavens.** A painted canopy on pillars over the stage, which also kept the actors dry.
4. **The yard.** The groundlings stood here in the open air. A penny to get in.
5. **Galleries.** Three levels of seats around the yard. They cost more than standing.
6. **Thatched roof.** Over the galleries and stage cover, not over the yard. A fire risk.
7. **Trapdoor.** In the stage floor for ghosts, devils and sudden exits.
8. **Entrance.** Audiences paid at the door. The Globe was built on the south bank of the Thames, outside the City.

INTERPRETATION TO JUDGE

**"The Elizabethan period was a Golden Age."**

### WHAT IS CONVINCING

- The gentry and merchants grew richer and the Great Rebuilding produced new houses.
- The theatre flourished, and Marlowe and Shakespeare are still performed today.
- Voyages and trade brought treasure and pride, and victory in 1588 raised confidence.
- London grew as a centre of trade, fashion and entertainment.

### WHAT IS LESS CONVINCING

- Poverty and vagrancy rose, and harvests failed from 1594 to 1597.
- Prices rose faster than wages, so labourers lost out.
- War with Spain and in Ireland was costly, and the benefits went mostly to the rich.
- Catholics were fined and persecuted, and Puritans were pressured.

How convincing is it? Circle one: very · partly · not very. Because _____

### COULD BE ASKED AS

- **Question 1:** How convincing is this interpretation about life in Elizabeth's reign?
- **Question 2:** Explain what was important about the rise of the gentry. (Or: about the first playhouses.)
- **Question 3:** Write an account of how the Elizabethan theatre developed.

COVER BOTH PAGES. WRITE YOUR 60-SECOND ANSWER FROM MEMORY

**Predict ___ / 9 facts Got ___ / 9**

### QUICK-FIRE. ANSWERS ARE ON PAGE 29

**3.1** Who built The Theatre in 1576?

**3.2** Which playhouse opened in 1599?

**3.3** What was the gentry?

**3.4** Give one reason Puritans opposed plays.

**3.5** What did sumptuary laws control?

**3.6** Who built Hardwick Hall?

4

TOPIC 4 OF 8 · PART TWO · LIFE IN ELIZABETHAN TIMES

# The poor: how serious was the problem?

LEARN IT

**THE 60-SECOND ANSWER**

Poverty grew because the population rose, prices rose faster than wages, farming and cloth gave fewer jobs, and harvests failed in the 1590s. Many people blamed the poor themselves and feared the crime and disorder vagabonds might bring. At first the government punished vagrants. From 1572 it made each parish raise a poor rate to help those who could not work. The laws of 1598 and 1601 pulled these ideas into a system that lasted until 1834.

**FACTS TO KNOW. COLOUR EACH CIRCLE: ● KNOW IT ◐ SHAKY ○ MISSING**

- ○ **More people.** The population grew from about 3 million to about 4 million, so more people competed for jobs, land and food.
- ○ **Rising prices.** Prices rose faster than wages (inflation), so pay bought less. Rents rose too.
- ○ **Fewer jobs.** Landowners enclosed fields for sheep, which needed fewer workers. The cloth trade had slumps. Soldiers and sailors came home from the wars without work.
- ○ **Bad harvests.** Harvests failed from 1594 to 1597. Bread became very expensive and many went hungry.
- ○ **Two kinds of poor.** The deserving poor (old, sick, orphaned) could not work. The idle poor were thought to choose begging and deserved punishment.
- ○ **Fear.** Writers such as Thomas Harman (1566) described vagabonds as cheats. Rulers feared disorder, rebellion and disease.
- ○ **1572 and 1576.** 1572: vagabonds whipped and burned through the ear, JPs register the poor, a compulsory poor rate begins. 1576: work for the able-bodied, houses of correction for those who refuse.
- ○ **1598 and 1601.** Every parish had overseers to collect a poor rate and run relief: help for those who could not work, work for the able-bodied, punishment for the idle.
- ○ **How serious?** Writers described crowds of beggars and the 1590s harvests caused real hunger. Historians think fear sometimes outran the numbers. The government legislated repeatedly.

**KEY WORDS · SAY IT, SPELL IT, USE IT**

- **Inflation** a general rise in prices. ☐
- **Enclosure** fencing off land, often to keep sheep. ☐
- **Vagabond** a homeless person without work who travelled, often begging. ☐
- **Deserving poor** those who could not work, such as the old and the sick. ☐
- **Poor rate** a local tax on property owners to pay for poor relief. ☐
- **Overseer of the poor** the parish official who collected the rate and ran relief. ☐
- **House of correction** a place where idle beggars were made to work. ☐
- **Relief** help for the poor: money, food or housing. ☐
- **Parish** the smallest local area, based on a church, that looked after its own poor. ☐

**GO FURTHER**

The 1601 law did not come from nowhere. Each act built on the one before and learned from what failed. It made local people responsible, which was cheap for the Crown. It also meant that help depended on where you lived and on who your overseer was. *Watch out: The 1601 law was not the first Poor Law. It built on laws from 1572, 1576 and 1598.*

**YOUR MOVE** **1597 · Hunger and fear**

Harvests have failed for years. Grain prices have soared, beggars crowd the roads and a small rising was planned in Oxfordshire in 1596. Parliament is meeting.

- (A) Leave it to charity. Churches and the rich give if they wish.
- (B) Punish beggars harder and send them home.
- (C) Make every parish raise a rate and appoint officials to help, to set to work and to punish.

**COVER THIS, CHOOSE, THEN READ**

Parliament chose the third in 1598 and confirmed it in 1601. Help for those who could not work, work for those who could, and punishment for those who would not: that was the Elizabethan answer.

4

TOPIC 4 OF 8 · PART TWO · LIFE IN ELIZABETHAN TIMES

# The poor: how serious was the problem?

USE IT

## HOW THE POOR LAWS BUILT UP

**1572**
Vagabonds whipped and burned through the ear. JPs register the poor. First compulsory poor rate.

**1576**
Work for the able-bodied: towns supply wool, hemp or iron. Houses of correction for those who refuse.

**1598**
Overseers of the poor in every parish. Vagrants sent back to their home parish.

**1601**
The laws pulled together. Overseers, poor rate, relief, work and punishment. Lasted until 1834.

| WHO | WHAT THE 1601 SYSTEM GAVE THEM |
|---|---|
| **The 'impotent' poor: the old, sick, disabled** | Relief: money, food or clothing, or a place in an almshouse. Pauper children were apprenticed. |
| **The able-bodied poor, willing to work** | Work. The parish supplied materials such as wool or hemp. |
| **The idle poor and vagabonds** | Punishment: whipping, a house of correction, or being sent back to their home parish. |

INTERPRETATION TO JUDGE

**"The government's response to poverty was a success."**

### WHAT IS CONVINCING

- It created a national system with a local official, the overseer, in every parish.
- A compulsory poor rate meant help did not rely on charity alone.
- The laws separated people who could not work from those who would not.
- The system lasted until 1834, which suggests it worked well enough.

### WHAT IS LESS CONVINCING

- Help depended on the parish. Some were generous and others were not.
- Vagrants faced whipping and being driven away.
- It treated symptoms, not causes: prices, wages and harvests.
- Many ratepayers resented paying, and in bad years the system was stretched.

How convincing is it? Circle one: very · partly · not very. Because _____

### COULD BE ASKED AS

- **Question 1:** How convincing is this interpretation about the government's response to poverty?
- **Question 2:** Explain what was important about the Poor Law of 1601.
- **Question 3:** Write an account of how the government dealt with the poor from 1572 to 1601.

COVER BOTH PAGES. WRITE YOUR 60-SECOND ANSWER FROM MEMORY

**Predict ___ / 9 facts Got ___ / 9**

### QUICK-FIRE. ANSWERS ARE ON PAGE 29

**4.1** Which Act of 1572 introduced a compulsory poor rate?

**4.2** What were houses of correction for?

**4.3** Which years of bad harvests increased hardship?

**4.4** Who ran poor relief in each parish after 1598?

**4.5** Give one reason poverty rose.

**4.6** What was the difference between deserving and idle poor?

5

TOPIC 5 OF 8 · PART TWO · LIFE IN ELIZABETHAN TIMES

# English sailors: what did they achieve?

LEARN IT

**THE 60-SECOND ANSWER**

English sailors made Elizabeth's England look outwards. Hawkins led the first English slave-trading voyages in the 1560s and later helped to improve the navy's ships. Drake raided Spanish ports and treasure ships, and between 1577 and 1580 he sailed round the world in the Golden Hind and came home with a fortune. Raleigh paid for the first English colonies in North America. The voyages brought wealth, pride and new trade, but they angered Spain, and the colonies failed.

**FACTS TO KNOW. COLOUR EACH CIRCLE: ● KNOW IT ◐ SHAKY ○ MISSING**

- ○ **Why sail?** Spain and Portugal held the richest trade and lands. English merchants wanted treasure, spices and markets, and a chance to hit Catholic Spain. Elizabeth and courtiers invested.
- ○ **John Hawkins.** From Plymouth. From 1562 he led the first English slave-trading voyages, carrying enslaved Africans to Spanish colonies. They caused terrible suffering.
- ○ **San Juan de Ulúa, 1568.** A Spanish fleet attacked Hawkins's ships in a Mexican port. Drake, his kinsman, escaped. It left lasting bitterness.
- ○ **Hawkins at the Navy.** Treasurer of the Navy from 1577, he helped build lower, faster 'race-built' warships. Knighted after the Armada.
- ○ **Drake the privateer.** In the 1570s he raided Spanish treasure routes in the Caribbean and Panama. Spain called him a pirate. At home he became a hero.
- ○ **Circumnavigation, 1577–80.** Five ships left Plymouth. Drake raided Spanish ports and ships on the Pacific coast and returned in 1580 in the Golden Hind, the only ship to finish.
- ○ **Rewards and Spain.** Elizabeth and other backers made huge profits. She knighted Drake in 1581 and ignored Spanish protests. At Cadiz in 1587 he destroyed ships and stores and delayed the Armada.
- ○ **Sir Walter Raleigh.** A favourite, knighted in 1585. He paid for colonies at Roanoke Island, named Virginia, in 1585 and 1587, but never went there himself.
- ○ **Trade.** New companies such as the Muscovy Company (1555), Eastland Company (1579) and East India Company (1600) opened trade with Russia, the Baltic and the East.

**KEY WORDS · SAY IT, SPELL IT, USE IT**

- ☐ **Circumnavigation** sailing all the way round the world.
- ☐ **Privateer** a private ship owner licensed by the government to attack enemy ships.
- ☐ **Colony** a settlement in a distant land, controlled by another country.
- ☐ **Slave trade** buying, selling and transporting enslaved people.
- ☐ **Joint-stock company** a business funded by many investors who share the risk and the profit.
- ☐ **Galleon** a large, armed sailing ship used for war and trade.
- ☐ **Treasure fleet** Spanish ships carrying silver and gold from the Americas to Spain.
- ☐ **Charter** a document from the monarch giving a person or company the right to trade or settle.

**GO FURTHER**

The voyages were not all glory. Hawkins's slave voyages caused terrible suffering. Only one of Drake's five ships completed the circumnavigation, and the Roanoke colonists vanished. An answer that says 'benefited England' should also say who gained and who paid. Watch out: Drake did not lead the first voyage round the world. The Spanish expedition begun by Magellan did, in 1519–22. Drake was the first Englishman to do it.

**YOUR MOVE 1580 · Drake comes home**

Drake has returned with a fortune taken from Spanish ships and ports. Spain's ambassador demands the treasure back and Drake punished. If you refuse, you risk war.

- (A) Hand back the treasure and punish Drake.
- (B) Keep the treasure and reward Drake.
- (C) Say nothing, keep some treasure and deny knowing about the raids.

**COVER THIS, CHOOSE, THEN READ**

She kept her share and, in April 1581, knighted Drake on the deck of the Golden Hind. Spain was furious. Open war followed in 1585, though it had other causes too.

5

TOPIC 5 OF 8 · PART TWO · LIFE IN ELIZABETHAN TIMES

# English sailors: what did they achieve?

USE IT

TWO JOURNEYS, STEP BY STEP

### Drake's voyage round the world, 1577–80

- **1577.** Leaves Plymouth with five ships.
- **1578.** Through the Strait of Magellan into the Pacific.
- **1579.** Raids Spanish ports and treasure ships along the Pacific coast of South America.
- **1579.** Explores the Pacific coast of North America, then crosses the Pacific.
- **1580.** Across the Indian Ocean and round the Cape of Good Hope.
- **Sept 1580.** Back in Plymouth in the Golden Hind, the only ship to finish, with a fortune in treasure and spices.
- **April 1581.** Knighted by Elizabeth.

### Raleigh's Roanoke colonies, 1585–90

- **1585.** First colony on Roanoke Island, in what is now North Carolina. Short of food.
- **1586.** The colonists give up and sail home with Drake's fleet.
- **1587.** Second colony, led by John White, with over a hundred settlers including women and children.
- **1587.** White sails to England for supplies.
- **1588.** The Armada crisis delays any rescue.
- **1590.** White returns. The settlement is empty and the word CROATOAN is carved on a post. What happened to the colonists is still unknown.

INTERPRETATION TO JUDGE

**"The voyages of English sailors benefited England."**

#### WHAT IS CONVINCING

- Treasure and trade: Drake's voyage made huge profits for Elizabeth and the investors.
- Seamanship, navigation and shipbuilding improved. Hawkins's ships and Drake's skill helped in 1588.
- National pride and confidence grew.
- The trading companies and colonies began the idea of overseas expansion.

#### WHAT IS LESS CONVINCING

- The Roanoke colonies failed.
- Many sailors died, and the slave trade caused immense suffering.
- The raids provoked Spain and helped lead to war.
- Wealth went mostly to investors. Drake's and Hawkins's last expedition (1595–96) failed and both died.

How convincing is it? Circle one: very · partly · not very. Because _____

COULD BE ASKED AS

- **Question 1:** How convincing is this interpretation about the voyages of English sailors?
- **Question 2:** Explain what was important about Drake's voyage of 1577 to 1580.
- **Question 3:** Write an account of the Roanoke colonies.

COVER BOTH PAGES. WRITE YOUR 60-SECOND ANSWER FROM MEMORY

**Predict ___ / 9 facts Got ___ / 9**

QUICK-FIRE. ANSWERS ARE ON PAGE 29

**5.1** Which ship did Drake sail round the world in?

**5.2** In which years was his voyage?

**5.3** Who paid for the Roanoke colonies?

**5.4** What is a privateer?

**5.5** Who led the first English slave-trading voyages?

**5.6** What was found at Roanoke in 1590?

TOPIC 6 OF 8 · PART THREE · TROUBLES AT HOME AND ABROAD

# 6 How did Elizabeth deal with Catholics and Puritans?

LEARN IT

**THE 60-SECOND ANSWER**

In 1559 Elizabeth set up a Church of England that most people could accept: Protestant, with some Catholic features, and with her as Supreme Governor. At first she tolerated Catholics who attended church. That changed after the Northern Rebellion of 1569 and her excommunication in 1570, because Catholics now seemed disloyal. Missionary priests arrived from 1574 and Jesuits from 1580, and the laws grew harsher: heavy fines, then treason for priests in 1585. Puritans wanted the Church purified further. She resisted them too, but they were not a danger to her throne.

**FACTS TO KNOW. COLOUR EACH CIRCLE: ● KNOW IT ◐ SHAKY ○ MISSING**

- ○ **A divided country.** Henry VIII broke with Rome, Edward VI was Protestant, Mary I restored Catholicism and burned Protestants. Elizabeth needed a settlement most could accept.
- ○ **The 1559 Settlement.** Act of Supremacy: Elizabeth Supreme Governor of the Church of England. Act of Uniformity: one English Prayer Book, and a 12-pence fine for missing church.
- ○ **A compromise.** English services pleased Protestants. Bishops, some traditional clothing and communion wording Catholics could accept were kept. Most parish clergy conformed; nearly all Mary's bishops refused and were replaced.
- ○ **Northern Rebellion, 1569.** The Catholic earls of Northumberland and Westmorland rose, held Mass in Durham Cathedral, then fled a royal army. Hundreds of rebels were executed.
- ○ **Excommunication, 1570.** Pope Pius V declared Elizabeth a heretic and told Catholics not to obey her. Loyalty to queen and Pope could clash, and plots now threatened the Settlement. Treason law, 1571.
- ○ **Missionaries.** Douai college (1568) trained English priests: the first arrived in 1574, Jesuits in 1580. They said Mass in secret, in houses with priest holes. Campion was executed in 1581.
- ○ **Harsher laws.** 1581: the fine for missing church rose to £20 a month. 1585: treason to be a priest trained abroad, and sheltering one risked death. Over a hundred priests were executed.
- ○ **Puritans.** Protestants who wanted the Church purified of Catholic practices such as bishops and vestments, with more preaching. Most stayed inside it. Many were gentry and MPs.
- ○ **Answering the Puritans.** She suspended Archbishop Grindal in 1577 for refusing to stop Puritan 'prophesyings'. Whitgift (1583) forced clergy to conform. Three Separatists were hanged in 1593.

**KEY WORDS · SAY IT, SPELL IT, USE IT**

- ☐ **Settlement** the agreed set of religious laws and rules from 1559.
- ☐ **Supreme Governor** Elizabeth's title as ruler of the Church of England.
- ☐ **Conformity** obeying the rules of the official Church.
- ☐ **Recusant** someone who refused to attend Church of England services.
- ☐ **Excommunication** being thrown out of the Catholic Church by the Pope.
- ☐ **Seminary priest** a Catholic priest trained abroad, in a college called a seminary.
- ☐ **Jesuit** a member of the Society of Jesus, a Catholic order that sent missionaries.
- ☐ **Treason** betraying the monarch or country, punishable by death.
- ☐ **Puritan** a Protestant who wanted the Church purified of Catholic practices.
- ☐ **Separatist** a Puritan who left the Church of England altogether.

**GO FURTHER**

Why did Elizabeth get tougher on Catholics? Not simply because of belief. After 1570 loyalty to the Pope and to the queen could clash, and plots linked English Catholics to Spain. The government said it punished treason, not religion. Catholics said their priests died for their faith. An interpretation question may ask you to weigh both. *Watch out: Most Catholics were loyal. The harshest laws were aimed at priests and plots, not at ordinary believers.*

**YOUR MOVE** **1570 · The Pope excommunicates you**

The Pope says you are a heretic and that Catholics need not obey you. Most English Catholics are loyal, but some may now plot against you.

- (A) Ignore it. Keep tolerating Catholics who attend church.
- (B) Fine and imprison all Catholics at once.
- (C) Make bringing in papal bulls treason, but go after plotters, not believers.

**COVER THIS, CHOOSE, THEN READ**

Parliament passed new treason laws in 1571 (the third choice). For about ten years she still did not hunt ordinary Catholics. The missionaries and the plots after 1580 pushed her government to harsher laws.

TOPIC 6 OF 8 · PART THREE · TROUBLES AT HOME AND ABROAD

# 6 How did Elizabeth deal with Catholics and Puritans?

USE IT

## THE RELIGIOUS SPECTRUM, AND HOW THE GOVERNMENT TREATED EACH GROUP

| Catholic recusants | Church papists | The Settlement | Puritans | Separatists |
|---|---|---|---|---|
| Refused to attend church. Fined. Some sheltered priests. | Went to church but stayed Catholic in private. Mostly left alone. | Church of England: Prayer Book, bishops, Elizabeth as Supreme Governor. | Wanted the Church purified, from within. Pressed to conform. | Left the Church. Imprisoned, and three hanged in 1593. |

◀ MORE CATHOLIC MORE PROTESTANT ▶

## FROM TOLERANCE TO TREASON

- **1559.** The Settlement. A 12-pence fine for missing church.
- **1569.** Northern Rebellion. Hundreds of rebels executed.
- **1570.** The Pope excommunicates Elizabeth.
- **1571.** New treason law on papal bulls.
- **1574.** The first seminary priests reach England.
- **1577.** Cuthbert Mayne, a priest, is executed.
- **1580.** The first Jesuits arrive.
- **1581.** Campion executed. Fine raised to £20 a month.
- **1585.** Treason to be a seminary priest in England. Sheltering one can mean death.
- **1593.** Separatists Barrowe, Greenwood and Penry hanged.

INTERPRETATION TO JUDGE

**"Elizabeth was harsh towards Catholics."**

### WHAT IS CONVINCING

- More than a hundred priests were executed.
- Fines rose to £20 a month in 1581, enough to ruin a family.
- After 1585 it was treason to be a seminary priest and a capital crime to shelter one.
- Walsingham's agents spied on Catholic households.

### WHAT IS LESS CONVINCING

- Catholics who attended church were mostly left alone.
- The government said priests died for treason, not belief.
- The laws followed real dangers: rebellion, excommunication and plots with Spain.
- Few Catholics rebelled. Most stayed loyal.

How convincing is it? Circle one: very · partly · not very. Because _____

### COULD BE ASKED AS

- **Question 1:** How convincing is this interpretation about Elizabeth's treatment of Catholics?
- **Question 2:** Explain what was important about the Religious Settlement of 1559. (Or: about the arrival of the Jesuits in 1580.)
- **Question 3:** Write an account of how the government dealt with missionary priests.

COVER BOTH PAGES. WRITE YOUR 60-SECOND ANSWER FROM MEMORY **Predict ___ / 9 facts Got ___ / 9**

### QUICK-FIRE. ANSWERS ARE ON PAGE 29

**6.1** What did the Act of Supremacy do?

**6.2** When was Elizabeth excommunicated?

**6.3** What did Puritans want?

**6.4** Which Jesuit was executed in 1581?

**6.5** What was a recusant?

**6.6** Which archbishop forced clergy to conform from 1583?

7

TOPIC 7 OF 8 · PART THREE · TROUBLES AT HOME AND ABROAD

# Why did Mary, Queen of Scots, have to die?

LEARN IT

**THE 60-SECOND ANSWER**

Mary was a Catholic with a strong claim to Elizabeth's throne. Forced out of Scotland, she fled to England in 1568, and Elizabeth kept her prisoner for nearly nineteen years. Elizabeth would not execute an anointed queen, but Mary became the focus of Catholic plots: Ridolfi, Throckmorton and Babington. After Walsingham trapped her in the Babington Plot of 1586, a court found her guilty, Parliament demanded her death and Elizabeth reluctantly signed the warrant. Mary was executed on 8 February 1587.

**FACTS TO KNOW. COLOUR EACH CIRCLE: ● KNOW IT ◐ SHAKY ○ MISSING**

- ○ **Who she was.** Queen of Scotland as a baby, raised in France, Catholic, Elizabeth's cousin. Many Catholics said Elizabeth was illegitimate and Mary the rightful queen.
- ○ **Why she fled.** She married Bothwell, the chief suspect in her husband's murder, and lords forced her to abdicate for her baby son James. She fled to England in 1568.
- ○ **Elizabeth's dilemma.** She could not send Mary back, free her, or execute an anointed queen. So Mary was held for nearly nineteen years, long under Bess of Hardwick's husband, Shrewsbury.
- ○ **Ridolfi Plot, 1571.** A banker planned a Spanish invasion, with Norfolk to marry Mary. Discovered; Norfolk executed in 1572. Parliament demanded Mary's death. Elizabeth refused.
- ○ **Throckmorton Plot, 1583.** A French invasion plan paid for by Spain, uncovered by Walsingham's agents. Throckmorton was executed and the Spanish ambassador sent home.
- ○ **Tighter security, 1584–85.** The Bond of Association and the Act for the Queen's Safety said anyone who gained from Elizabeth's murder could be executed. Mary was moved to stricter guard.
- ○ **Babington Plot, 1586.** Young Catholics planned to kill Elizabeth and free Mary. Walsingham let it develop and decoded Mary's letters, smuggled in beer barrels. She approved the plan in writing.
- ○ **Trial and execution.** Found guilty at Fotheringhay (October 1586); Parliament demanded her death. Elizabeth signed the warrant on 1 February 1587, then said she had not meant it to go. Beheaded 8 February; Davison imprisoned.
- ○ **Impact.** The Catholic heir was gone. Catholic Europe was outraged and Philip II pressed on with invasion plans. James VI protested but protected his claim to the throne.

**KEY WORDS · SAY IT, SPELL IT, USE IT**

- **Claimant** someone who says they have the right to the throne. ☐
- **Abdicate** to give up the throne. ☐
- **Anointed** blessed with holy oil at a coronation, so seen as chosen by God. ☐
- **Plot** a secret plan to do harm, such as overthrow a ruler. ☐
- **Custody** being held under guard. ☐
- **Cipher** a secret code. ☐
- **Death warrant** the order, signed by the monarch, for an execution. ☐
- **Bond of Association** a 1584 promise by loyal subjects to hunt down anyone who gained from Elizabeth's murder. ☐

**GO FURTHER**

Some people at the time, and historians since, have argued that Walsingham trapped Mary by letting the Babington Plot run on until he had her letter. Others say the letter proves she approved the murder. Both views matter if a question asks whether the trial was fair or why she died. *Watch out: Mary was not only a Catholic. She was an heir with a real claim, and that is why the plots mattered.*

**YOUR MOVE** **1568 · Mary arrives**

Mary, Catholic Queen of Scots, has fled across the border and asks for your help. Your Council is split. Every choice carries a risk.

- (A) Send her back to Scotland.
- (B) Let her go to France.
- (C) Keep her in England under guard.
- (D) Put her on trial and execute her.

**COVER THIS, CHOOSE, THEN READ**

Elizabeth chose to keep her under guard. Each other choice looked worse: Mary killed in Scotland, a French or Spanish base for plots, or a precedent for killing queens. But for nineteen years Mary stayed the focus of plots.

7

TOPIC 7 OF 8 · PART THREE · TROUBLES AT HOME AND ABROAD

# Why did Mary, Queen of Scots, have to die?

USE IT

## FOUR THREATS LINKED TO MARY

| PLOT | YEAR | THE PLAN | WHAT HAPPENED | FOREIGN BACKER |
|---|---|---|---|---|
| **Northern Rebellion** | 1569 | Catholic earls rise to restore Catholicism. Some hope to free Mary. | Crushed. Hundreds of rebels executed. | None arrived |
| **Ridolfi** | 1571 | Spanish troops land. Norfolk marries Mary. Elizabeth removed. | Discovered. Norfolk executed in 1572. | Spain |
| **Throckmorton** | 1583 | A French invasion, paid for by Spain, to free Mary. | Discovered. Throckmorton executed. Spanish ambassador sent home. | France and Spain |
| **Babington** | 1586 | Kill Elizabeth, free Mary and bring a Spanish invasion. | Letters intercepted. Babington and six others executed. Mary tried and executed. | Spain |

## THE FINAL MONTHS

| Sept 1586 | Oct 1586 | Nov 1586 | 1 Feb 1587 | 8 Feb 1587 |
|---|---|---|---|---|
| Babington and six others executed. | Mary tried at Fotheringhay and found guilty. | Parliament asks Elizabeth to carry out the sentence. | Elizabeth signs the warrant, then says she did not mean it to be sent. | Mary beheaded. Davison imprisoned. |

INTERPRETATION TO JUDGE

**"Elizabeth was right to execute Mary."**

### WHAT IS CONVINCING

- Mary was the focus of every plot against Elizabeth.
- The Babington letters showed she approved the queen's murder.
- Parliament and the Council urged it, and Elizabeth's life was at risk.
- With Mary dead, the plots lost their focus and the heir was Protestant.

### WHAT IS LESS CONVINCING

- Executing an anointed queen set a dangerous example.
- It angered Catholic Europe and gave Philip II fresh reason to invade.
- Walsingham's methods raised doubts about how fair the trial was.
- Mary had been a prisoner for nineteen years. She might have been kept under tighter guard.

How convincing is it? Circle one: very · partly · not very. Because _____

## COULD BE ASKED AS

- **Question 1:** How convincing is this interpretation about the execution of Mary, Queen of Scots?
- **Question 2:** Explain what was important about the Ridolfi Plot of 1571.
- **Question 3:** Write an account of the Babington Plot and its consequences.

## COVER BOTH PAGES. WRITE YOUR 60-SECOND ANSWER FROM MEMORY

**Predict ___ / 9 facts Got ___ / 9**

## QUICK-FIRE. ANSWERS ARE ON PAGE 29

**7.1** In which year did Mary flee to England?

**7.2** Which minister's spies trapped her?

**7.3** Name one plot in Mary's name.

**7.4** When was Mary executed?

**7.5** Where was Mary tried?

**7.6** Who was imprisoned for sending the death warrant?

8

TOPIC 8 OF 8 · PART THREE · TROUBLES AT HOME AND ABROAD

# Why did the Armada fail?

LEARN IT

**THE 60-SECOND ANSWER**

Relations with Spain worsened over religion, the Dutch Revolt and English raids on Spanish treasure. After Elizabeth sent troops to the Netherlands in 1585 and executed Mary in 1587, Philip II decided to invade. In 1588 the Armada sailed to collect the Duke of Parma's army from the Netherlands and ferry it to England. English ships and guns, fireships at Calais, the battle of Gravelines and the weather combined to defeat it. The war did not end in 1588. It ran until 1604.

**FACTS TO KNOW. COLOUR EACH CIRCLE: ● KNOW IT ◐ SHAKY ○ MISSING**

- ○ **Religion.** Philip II led the Catholic cause. Elizabeth was Protestant, and plots such as Ridolfi and Throckmorton had Spanish backing.
- ○ **The Netherlands.** The Dutch rebelled against Spanish rule. By the Treaty of Nonsuch (1585) Elizabeth promised troops and sent Leicester. This meant open war.
- ○ **Treasure and trade.** English privateers raided Spanish treasure ships and ports. In 1585 Philip seized English ships in Spanish harbours.
- ○ **1587.** Mary's execution gave Philip another reason to invade, and the Pope promised money. Drake's raid on Cadiz delayed the Armada until 1588.
- ○ **The plan.** The Armada, under Medina Sidonia, would sail up the Channel, meet the Duke of Parma's army in the Netherlands and escort it to England. They had to meet.
- ○ **The fleets.** Spain: about 130 ships, large galleons with soldiers and heavy guns for close fighting. England, under Lord Howard of Effingham with Drake, Hawkins and Frobisher: faster, handier ships with long-range guns.
- ○ **The Channel.** The Armada kept a tight crescent. The English harassed it for over a week from upwind but could not break it, and were short of gunpowder.
- ○ **Calais.** The Armada anchored to wait for Parma, whose barges were blockaded by the Dutch. At night eight English fireships made the Spanish cut their cables and scatter.
- ○ **Gravelines and storms.** Next day the English attacked at close range; the wind drove the Armada north. Storms wrecked many ships on the way home. More Spanish fleets (1596, 1597) failed. Peace: 1604.

**KEY WORDS · SAY IT, SPELL IT, USE IT**

- **Armada** a large fleet of warships. The word is Spanish for 'fleet'. ☐
- **Dutch Revolt** the Netherlands' rebellion against Spanish rule. ☐
- **Galleon** a large, armed sailing ship. ☐
- **Culverin** a long-range cannon. ☐
- **Fireship** an old ship packed with flammable material, set alight and sent into an enemy fleet. ☐
- **Crescent formation** a curved battle line, hard to break. ☐
- **Weather gauge** the upwind position, which let a fleet choose when to attack. ☐
- **Blockade** stopping ships from entering or leaving a port. ☐
- **Invasion** entering a country with an army to take control. ☐

**GO FURTHER**

Why can you not say 'the weather beat the Armada'? By the time the storms came, fireships and Gravelines had already broken its formation. But the English also had luck: the wind drove the Spanish north. And Spain's plan depended on Parma, whose army could not reach the sea. A strong answer weighs tactics, technology, mistakes and weather. *Watch out: Don't say England won because it had more ships. Explain tactics, technology and weather. And don't say the war ended in 1588.*

**YOUR MOVE** **Night of 7 August 1588 · Calais**

You are Lord Howard. The Armada is anchored in a tight crescent off Calais. Your guns have not broken it, and you are short of gunpowder. The wind and tide are in your favour.

- (A) Attack head-on with every ship.
- (B) Wait, and keep shadowing them.
- (C) Send in fireships.

**COVER THIS, CHOOSE, THEN READ**

Howard chose fireships. Eight ships, set alight, drifted into the anchored fleet. The Spanish panicked, cut their cables and lost formation. Next day the English closed in at Gravelines.

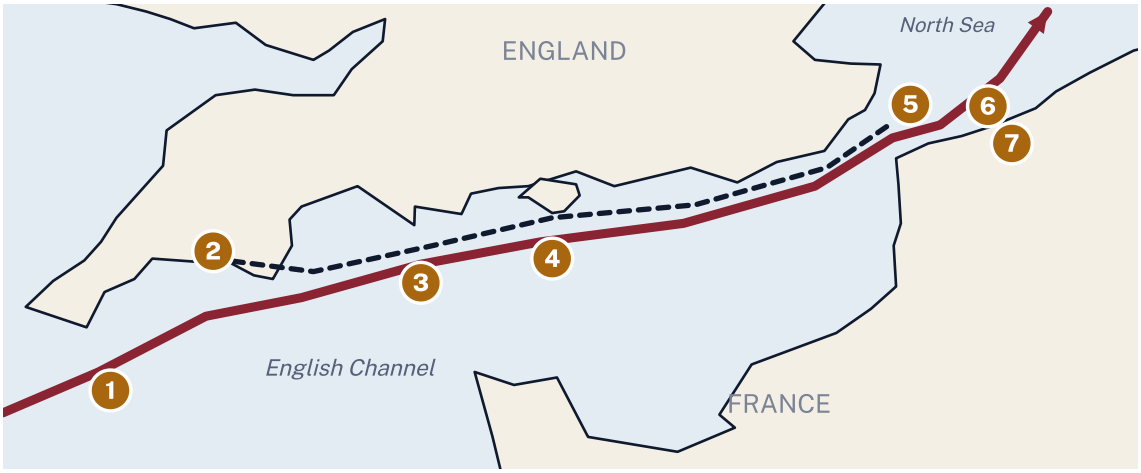
8

TOPIC 8 OF 8 · PART THREE · TROUBLES AT HOME AND ABROAD

# Why did the Armada fail?

USE IT

**THE ARMADA'S ROUTE, 1588. RED: THE SPANISH, WHO FLED NORTH ROUND SCOTLAND AND IRELAND. DOTTED: THE ENGLISH FLEET. NOT TO SCALE.**




**1 · The Lizard.** Armada sighted, late July 1588.
**2 · Plymouth.** The English fleet sets out and follows.
**3 · Portland.** The Spanish crescent holds.
**4 · Isle of Wight.** More fighting. English powder runs low.
**5 · Calais.** The Armada anchors. Eight fireships scatter it.
**6 · Gravelines.** The English close in next day.
**7 · Flanders.** Parma's army waits, and never joins.

INTERPRETATION TO JUDGE

**"The weather was the main reason the Armada failed."**

**WHAT IS CONVINCING**

- Storms wrecked many ships on the voyage home round Scotland and Ireland.
- The wind drove the Armada north, away from Parma's army.
- Storms scattered the Spanish fleets of 1596 and 1597 as well.
- A week of English attacks in the Channel had not broken the Spanish formation.

**WHAT IS LESS CONVINCING**

- Fireships and gunnery broke the formation first, at Calais and Gravelines.
- Parma was not ready, and there was no deep-water port to meet him. The plan itself was flawed.
- English ships were faster and easier to handle, with long-range guns.
- Medina Sidonia was a soldier, not a seaman.

How convincing is it? Circle one: very · partly · not very. Because _____

**COULD BE ASKED AS**

- **Question 1:** How convincing is this interpretation about why the Armada failed?
- **Question 2:** Explain what was important about the Treaty of Nonsuch of 1585.
- **Question 3:** Write an account of the Armada campaign, from the Channel to the voyage home.

**COVER BOTH PAGES. WRITE YOUR 60-SECOND ANSWER FROM MEMORY** **Predict ___ / 9 facts Got ___ / 9**

**QUICK-FIRE. ANSWERS ARE ON PAGE 29**

**8.1** Which treaty of 1585 sent English help to the Dutch?

**8.2** Who commanded the Armada?

**8.3** What did the English send in at Calais?

**8.4** In which year did the war with Spain end?

**8.5** Name one English commander in 1588.

**8.6** Give one reason Spain wanted to invade.

PART FOUR · THE HISTORIC ENVIRONMENT

# Your site, in sixteen marks

### What AQA says

You are examined in depth on **one specified site**. AQA publishes it three years ahead and changes it every year (see aqa.org.uk/history). The historic environment is 10% of the course. You do not need to visit it, and a visit earns no marks. Question 4, worth 16 marks, gives a statement and asks how far a study of the site supports it. Refer to the site and your own knowledge.

### What the essay needs

A judgement, backed up, that links the site to wider events and developments. Use change, continuity, cause or consequence. You will need to say how features of the site changed over time, or stayed the same, and how far they are typical of the period.

**This year's site:** _____ Check aqa.org.uk/history

SIX QUESTIONS TO ASK OF ANY SITE. THEY MATCH THE ASPECTS AQA LISTS

| | ASK | WHAT IT TELLS YOU |
|---|---|---|
| 1 | **Where is it, and why there?** | Location: near trade routes, a port, farmland, the court, or outside a city's control. |
| 2 | **What was it for?** | Function: a family home, a place to show wealth, to entertain, to trade, to defend. |
| 3 | **What is it made of and how is it laid out?** | Structure: materials, shape, rooms, windows, galleries, gardens. |
| 4 | **Who made it and who used it?** | People: the designer, the owner, the family, the workers, the audience. |
| 5 | **What does the design show about the times?** | Culture, values and fashions: ideas of status, religion, loyalty to the queen, new ideas. |
| 6 | **Which events and developments connect to it?** | Links to Parts one to three: prosperity, poverty, the theatre, plots, the Armada, patronage. |

FOUR KINDS OF SITE AQA MENTIONS. WHAT TO LOOK FOR, AND WHAT TO LINK TO

| KIND OF SITE | LOOK FOR | LINKS TO |
|---|---|---|
| **Tudor manor house and its gardens** | Large windows, chimneys, symmetry, a long gallery, formal gardens. Less defence than a medieval castle. Priest holes in some Catholic homes. | Prosperity and the gentry, the Great Rebuilding, patronage and progresses, Catholic households. |
| **Theatre** | Open-air yard, galleries, stage, tiring house. Built outside the City of London. Separate prices. | The Golden Age, audiences, patrons, Puritan opposition, plague. |
| **Village, town or city** | The parish church, market, almshouses, houses of correction, quays and warehouses. | Poor relief, enclosure, trade, voyages, religious change. |
| **A place where events happened** | Ports, harbours, coasts, battle sites, places of revolt. How the land and sea shaped what happened. | Voyages and trade, the Northern Rebellion, Essex, the Armada. |

Recent AQA papers have used a manor house, an almshouse and a manor lodge as the specified site.

### The two big questions

**What was typical of the period?** Say how the site shows Elizabethan wealth, beliefs and fashions. **What changed, and what stayed the same?** Compare with earlier periods, and say how the site changed during Elizabeth's reign and since.

PART FOUR · THE HISTORIC ENVIRONMENT

# Build your site fact file

Fill it in from your lessons and any resources AQA provides for your site. These are the aspects AQA lists.

| | | |
|---|---|---|
| **Location** | Where is it, and why there? | |
| **Function** | What was it for? | |
| **Structure** | What is it made of, and how is it arranged? | |
| **People** | Who designed it, began it, lived or worked there? | |
| **Design** | Which features stand out? | |
| **Culture and values** | What do the features show about beliefs, fashions and values? | |
| **Events** | Which events from Parts one to three connect to it? | |
| **Change and continuity** | What was different from earlier periods, and what stayed the same? | |

### A shape for the 16-mark essay

**Opening:** the claim in the question and your line in one sentence. **Three paragraphs:** each takes one feature of the site, links it to a wider event or development, and says what that shows. **Another view:** a feature that points the other way. **Judgement:** how far, and why.

### Four steps in each paragraph

**Feature** of the site. **Fact** about it. **Link** to a wider event or development. **So what?** Say what it shows about Elizabethan England, or about change or continuity.

A PARAGRAPH THAT EARNS MARKS. EXAMPLE SITE: HARDWICK HALL, USED ONLY TO SHOW THE SHAPE

**Feature.** One striking feature of Hardwick Hall is its huge windows. **Fact.** Glass was very expensive in the 1590s, so having so much of it showed that Bess of Hardwick was very rich and wanted others to see it. **Link.** This connects to the rise of the gentry and nobility in Elizabeth's reign, who built showpiece houses as their wealth grew. **So what?** It shows that for some people the reign was prosperous, although most of the population were far poorer.

### Links to try

Size and display: wealth, patronage, status. Religious features: the Settlement, Catholics, Puritans. Defences or weapons: Spain and the plots. Fashion or entertainment: the Golden Age. Who lived or worked there: the court, the gentry, the poor.

### Don't

Describe the site without linking it to anything. Write about a visit. Assume your site is typical without saying why. Forget to answer the question's claim.

**Your turn.** Write one four-step paragraph about a feature of your own site, using a separate sheet of paper.

EXAM SKILLS · QUESTION 1 · 8 MARKS

# How convincing is it?

### Four moves

**1.** Pick out at least two things the interpretation says, and use a few of its words. **2.** For each, use your own knowledge to say whether it is convincing. **3.** Say what it leaves out or gets wrong. **4.** Give an overall judgement, and why.

### Ways to judge

'It says..., which is convincing because we know...' 'It is less convincing when it says..., because...' 'It leaves out...' 'It is too certain about...' 'Overall, it is...'

MODEL ANSWER · QUESTION 1 · 8 MARKS

**How convincing is this interpretation about Elizabeth and marriage? Explain your answer using your contextual knowledge and what it says.**

**The interpretation (written for this guide):** Elizabeth never meant to marry. Her suitors were useful because, while they hoped, France and Austria stayed friendly. Parliament was never allowed to decide for her.

The interpretation is partly convincing. It says that Elizabeth's suitors were useful because, while they hoped, France and Austria stayed friendly. That is convincing: she kept Archduke Charles of Austria hopeful in the 1560s and the Duke of Anjou from 1579 to 1581, and while the talks went on neither country had a reason to turn against her. It also says that Parliament was never allowed to decide for her. That is convincing too, because she told MPs her marriage was not their business, and in 1579 John Stubbs lost his right hand for attacking the Anjou match. However, the claim that she never meant to marry is less convincing. In 1559 and 1560 she was close to Robert Dudley, and only the death of his wife, Amy Robsart, in 1560 made marrying him politically dangerous. Her Council also took the Anjou talks so seriously that it split over them. So the interpretation is convincing about how she used her suitors and handled Parliament, but too certain about what she intended.

**Why it earns marks.** It deals with more than one thing the interpretation says, tests each against specific knowledge, says what is less convincing, and ends with an overall judgement.

MARK YOUR OWN ANSWER. TICK WHAT YOU DID

- ☐ I dealt with more than one thing it says
- ☐ I used knowledge to test each one
- ☐ I said what is less convincing
- ☐ I used a few of its words
- ☐ I gave an overall judgement

YOUR TURN. THREE INTERPRETATIONS WRITTEN FOR THIS GUIDE. FOR EACH, PICK OUT TWO THINGS IT SAYS, THEN PLAN: CONVINCING, LESS CONVINCING, OVERALL

**A (Topic 2).** 'Elizabeth's parliaments gave her little trouble. She called them rarely, kept their business under control and sent them home once they had voted her money.'

**B (Topic 4).** 'The poor laws of Elizabeth's reign were a sensible answer to a real crisis. They made every parish responsible for its own poor.'

**C (Topic 7).** 'Elizabeth had no choice but to execute Mary. Every year that Mary lived was a year in which someone was planning to kill the queen.'

*An interpretation can also be a picture, such as a painting or cartoon. Ask: what is it showing, who made it, when, and what message does it want you to take away? Then use your knowledge as above.*

EXAM SKILLS · QUESTION 2 · 8 MARKS

# Explain what was important: from telling to explaining

The question: **Explain what was important about the Babington Plot.** Here are three answers. Read them in order and notice what changes.

**VERSION A · TELLS**

The Babington Plot was in 1586. Anthony Babington and some other Catholics planned to kill Elizabeth. Walsingham found out about it. Mary was put on trial and executed in 1587.

*What is wrong? Every fact is true, but nothing is explained. It says what happened, not why it mattered.*

**VERSION B · STARTS TO EXPLAIN**

The Babington Plot was important because it led to Mary's execution. Mary had written a letter approving the plan, so Elizabeth's ministers had proof against her. Without the plot Elizabeth might not have agreed to execute Mary.

*Better, but not enough. It gives one consequence and begins to explain it, then stops. Explaining what was important usually needs two or more consequences, each developed.*

**VERSION C · EXPLAINS WITH LINKS**

The Babington Plot was important first because it gave Walsingham the proof he wanted. His agents intercepted Mary's secret letters, and in one she approved the plan to kill Elizabeth. That mattered because until then Elizabeth had refused to act against an anointed queen. It was also important because it led to Mary's trial at Fotheringhay and her execution in February 1587, which removed the Catholic heir and the focus of plots. Finally, it was important because of its effects abroad. Mary's execution outraged Catholic Europe and gave Philip II another reason to send the Armada. So the plot mattered not only as a failed conspiracy but because of what followed from it.

*What changed? Three separate consequences. Each has a fact. Each is linked to the next with words such as 'that', 'which' and 'finally'. It keeps answering the question: what was important?*

### Mark your own

- ☐ Two or more consequences
- ☐ Each has a fact
- ☐ They are linked
- ☐ I said why each mattered
- ☐ I answered 'what was important'

### Starters for 'what was important'

'One important consequence was… This mattered because…' 'A second consequence, which followed from this, was…' 'As a result…' 'In the longer term…' Don't stop at one.

**YOUR TURN. WRITE YOUR OWN ANSWER ON THE LINES, THEN TICK THE CHECKLIST**

**Explain what was important about the Northern Rebellion of 1569.**

### Four ideas behind Questions 2, 3 and 4

**Cause:** why did it happen? 'This happened because…' **Consequence:** what resulted? 'As a result…' **Change:** what was different? 'At first… but by…' **Continuity:** what stayed the same? 'Despite… … stayed the same.'

*These are examples, not AQA mark-scheme answers. Their job is to show what explaining looks like.*

EXAM SKILLS · QUESTIONS 3 AND 4

# Account and essay

MODEL ANSWER · QUESTION 3 · 8 MARKS

**Write an account of the defeat of the Spanish Armada in 1588.**

> In 1588 Philip II sent the Armada, under the Duke of Medina Sidonia, to sail up the Channel, collect an army led by the Duke of Parma in the Netherlands and carry it to England. The English fleet, led by Lord Howard of Effingham with Drake and Hawkins, followed the Armada up the Channel. English ships were faster and carried longer-range guns, but could not break the Spanish formation. Because the Spanish anchored off Calais to wait for Parma, the English sent in fireships at night. The Spanish panicked, cut their anchor cables and scattered. Next day at Gravelines English guns damaged many ships and the wind pushed the Spanish north. Unable to turn back, they sailed home round Scotland and Ireland, where storms wrecked more ships. As a result the invasion never took place.

**Why it earns marks.** It starts at the beginning, keeps the order, and each step leads to the next with words such as 'because' and 'as a result'. It shows how the situation changed at each stage, and it reads as a story, not a list.

MARK YOUR OWN ANSWER. TICK WHAT YOU DID

- ☐ I started at the beginning
- ☐ The events are in order
- ☐ Each step leads to the next
- ☐ I explained why one thing led to another
- ☐ It reads as a story

### Linking words for a story

'At first…' 'Because of this…' 'Soon after…' 'As a result…' 'By 1587…' 'In the end…' A good account answers 'and then?' and 'why?' at every step.

MODEL PLAN · QUESTION 4 · 16 MARKS · THE HISTORIC ENVIRONMENT

**A plan for an essay. The example site is Hardwick Hall, Derbyshire, used only to show the shape. Your specified site will be different.**

**Statement:** 'The design of Hardwick Hall shows the confidence of Elizabethan England.' **How far does a study of Hardwick Hall support this statement?** Explain your answer. You should refer to Hardwick Hall and your contextual knowledge.

1. **Wealth and glass.** Built 1590 to 1597 for Bess of Hardwick, Countess of Shrewsbury, with very large glass windows. Glass was expensive, so this shows money and ambition. *Link: the prosperity of the rich.*
2. **Personal power.** Her initials, ES, stand in stone on the roofline. A woman building for herself shows the confidence of the gentry and nobility. *Link: patronage and status.*
3. **Timing.** It was built while England was at war with Spain, yet the owner built boldly. *Link: confidence after 1588.*
4. **Another view.** It shows the confidence of one of the richest households, not the whole country, where many were poor in the 1590s. *Link: the poor.*
5. **Judgement.** To a large extent, because … but only for the wealthy.

**Why it earns marks.** Every paragraph links a feature of the site to a wider development and says what it shows, and the essay ends with a reasoned judgement.

MARK YOUR OWN ESSAY. TICK WHAT YOU DID

- ☐ I made a claim in my opening
- ☐ Each paragraph uses a feature of the site
- ☐ Each feature is linked to a wider event
- ☐ I gave another view
- ☐ I ended with a reasoned judgement

WORDS · A TO H

# Key words A to H

111 words across the two pages. Say it, spell it, then use it in a sentence about Elizabethan England. Tick the box when you can. The tag shows the topic: T1 is topic 1, and so on.

- ☐ **Abdicate** T7 to give up the throne.
- ☐ **Act of Supremacy** T6 the 1559 law that made Elizabeth Supreme Governor of the Church of England.
- ☐ **Act of Uniformity** T6 the 1559 law that set one Prayer Book and fined people for missing church.
- ☐ **Almshouse** T4 a house paid for by charity where the old or sick poor could live.
- ☐ **Ambassador** T7 an official who represents a ruler in a foreign country.
- ☐ **Anointed** T7 blessed with holy oil at a coronation, so seen as chosen by God.
- ☐ **Apprentice** T4 a young person learning a trade from a master, usually for seven years.
- ☐ **Armada** T8 a large fleet of warships. The word is Spanish for 'fleet'.
- ☐ **Assassination** T7 the killing of a ruler or leader for political reasons.
- ☐ **Blockade** T8 stopping ships from entering or leaving a port.
- ☐ **Bond of Association** T7 a 1584 promise by loyal subjects to hunt down anyone who gained from Elizabeth's murder.
- ☐ **Book of Common Prayer** T6 the book of services, in English, used in the Church of England.
- ☐ **Bull** T6 an official letter from the Pope.
- ☐ **Catholic** T6 a Christian who accepts the Pope as head of the Church.
- ☐ **Cause** Skills a reason why something happened.
- ☐ **Change** Skills something that became different over time.
- ☐ **Charter** T5 a document from the monarch giving a person or company the right to trade or settle.
- ☐ **Church of England** T6 the official Protestant Church in England.
- ☐ **Cipher** T7 a secret code.
- ☐ **Circumnavigation** T5 sailing all the way round the world.
- ☐ **Claimant** T7 someone who says they have the right to the throne.
- ☐ **Colony** T5 a settlement in a distant land, controlled by another country.
- ☐ **Conformity** T6 obeying the rules of the official Church.
- ☐ **Consequence** Skills a result of something that happened.
- ☐ **Contextual knowledge** Skills what you know about the period and its events, used to judge an interpretation.
- ☐ **Continuity** Skills something that stayed the same over time.
- ☐ **Convincing** Skills persuasive because it fits what we know about the period.
- ☐ **Court** T1 the queen's household and the nobles and officials around her. Where favour was won.
- ☐ **Courtier** T1 a person who attends a monarch's court.
- ☐ **Crescent formation** T8 a curved battle line, hard to break.
- ☐ **Crown** T1 the monarch, or the monarch's government and income.
- ☐ **Culverin** T8 a long-range cannon.
- ☐ **Custody** T7 being held under guard.
- ☐ **Death warrant** T7 the order, signed by the monarch, for an execution.
- ☐ **Deserving poor** T4 those who could not work, such as the old and the sick.
- ☐ **Diplomacy** T2 managing relations between countries by talks and treaties.
- ☐ **Dissolve** T2 to end a Parliament so that all its MPs go home.
- ☐ **Dutch Revolt** T8 the Netherlands' rebellion against Spanish rule.
- ☐ **Enclosure** T4 fencing off land, often to keep sheep.
- ☐ **Excommunication** T6 being thrown out of the Catholic Church by the Pope.
- ☐ **Execution** T7 putting someone to death as a legal punishment.
- ☐ **Faction** T1 a group at court working together to win power and rewards.
- ☐ **Favourite** T1 the courtier a monarch likes best, who gets the most rewards.
- ☐ **Fireship** T8 an old ship packed with flammable material, set alight and sent into an enemy fleet.
- ☐ **Galleon** T5 T8 a large, armed sailing ship used for war and trade.
- ☐ **Gentry** T3 landowners ranking below the nobility.
- ☐ **Golden Age** T3 a label for a time of success. Historians debate whether it fits.
- ☐ **Great Rebuilding** T3 a historian's term for the wave of new and improved houses.
- ☐ **Groundlings** T3 the audience who paid a penny to stand in the yard.
- ☐ **Heir** T2 the person due to inherit the throne.
- ☐ **Heretic** T6 someone whose beliefs go against the teaching of the official Church.
- ☐ **Historic environment** Site a place from the past, such as a house, theatre or town, studied in its time.
- ☐ **House of Commons** T2 the part of Parliament made up of elected MPs, mostly gentry.
- ☐ **House of correction** T4 a place where idle beggars were made to work.
- ☐ **House of Lords** T2 the part of Parliament made up of nobles and bishops.

WORDS · I TO Y

# Key words I to Y

**Test yourself.** Cover the definitions and explain each word aloud. Put a cross by the ones you could not. Revise those first, then try them again in two days.

- ☐ **Impotent poor** T4 the Elizabethan term for the poor who could not work through age or illness.
- ☐ **Inflation** T4 a general rise in prices.
- ☐ **Interpretation** Skills a view of the past, in words or a picture, that you are asked to judge.
- ☐ **Invasion** T8 entering a country with an army to take control.
- ☐ **Jesuit** T6 a member of the Society of Jesus, a Catholic order that sent missionaries.
- ☐ **Joint-stock company** T5 a business funded by many investors who share the risk and the profit.
- ☐ **Judgement** Skills your reasoned conclusion on how far a view is right.
- ☐ **Justice of the Peace (JP)** T1 an unpaid local official, usually gentry, who kept order and held courts in a county.
- ☐ **Martyr** T6 a person who dies for their beliefs.
- ☐ **Mass** T6 the main Catholic church service.
- ☐ **Minister** T1 an official who helps to run the government.
- ☐ **Monarch** T1 a king or queen who rules a country.
- ☐ **Monopoly** T2 the sole right to make or sell a product, granted by the monarch.
- ☐ **MP** T2 a Member of Parliament, sitting in the House of Commons.
- ☐ **Narrative** Skills an account that tells what happened in order and links the events.
- ☐ **Nobility** T1 the highest rank in society: dukes, earls and barons.
- ☐ **Overseer of the poor** T4 the parish official who collected the rate and ran relief.
- ☐ **Parish** T4 the smallest local area, based on a church, that looked after its own poor.
- ☐ **Patron** T3 someone powerful who supports another with money and protection. Actors needed one: a law of 1572 treated those without as vagabonds.
- ☐ **Patronage** T1 giving offices, land, titles or money in return for loyalty.
- ☐ **Pauper** T4 a very poor person who depends on help.
- ☐ **Plague** T3 a deadly disease spread in crowded towns. Playhouses closed in outbreaks.
- ☐ **Playhouse** T3 a building made for plays.
- ☐ **Plot** T7 a secret plan to do harm, such as overthrow a ruler.
- ☐ **Poor rate** T4 a local tax on property owners to pay for poor relief.
- ☐ **Pope** T6 the head of the Catholic Church.
- ☐ **Privateer** T5 a private ship owner licensed by the government to attack enemy ships.
- ☐ **Privy Council** T1 the monarch's chosen senior advisers.
- ☐ **Progress** T1 a journey round the country by the monarch and court.
- ☐ **Prosperity** T3 wealth and success.
- ☐ **Protestant** T6 a Christian who rejects the Pope's authority and follows reformed teaching based on the Bible.
- ☐ **Puritan** T6 a Protestant who wanted the Church purified of Catholic practices.
- ☐ **Rebellion** T2 an armed rising against the ruler.
- ☐ **Recusant** T6 someone who refused to attend Church of England services.
- ☐ **Reformation** T6 the 16th-century movement that split the Church into Catholic and Protestant.
- ☐ **Relief** T4 help for the poor: money, food or housing.
- ☐ **Seminary priest** T6 a Catholic priest trained abroad, in a college called a seminary.
- ☐ **Separatist** T6 a Puritan who left the Church of England altogether.
- ☐ **Settlement** T6 the agreed set of religious laws and rules from 1559.
- ☐ **Slave trade** T5 buying, selling and transporting enslaved people.
- ☐ **Speaker** T2 the MP who chaired the Commons and spoke for it to the monarch.
- ☐ **Specified site** Site the historic environment site AQA chooses for an exam year.
- ☐ **Sturdy beggar** T4 an able-bodied beggar who was thought able to work but unwilling.
- ☐ **Subsidy** T2 a tax voted by Parliament for the monarch.
- ☐ **Succession** T2 who takes the throne next.
- ☐ **Suitor** T2 someone who courts a person hoping to marry them.
- ☐ **Sumptuary laws** T3 laws on what each rank could wear.
- ☐ **Supreme Governor** T6 Elizabeth's title as ruler of the Church of England.
- ☐ **Treason** T6 betraying the monarch or country, punishable by death.
- ☐ **Treasure fleet** T5 Spanish ships carrying silver and gold from the Americas to Spain.
- ☐ **Treaty** T8 a formal agreement between countries.
- ☐ **Vagabond** T4 a homeless person without work who travelled, often begging.
- ☐ **Vestments** T6 the special clothes worn by clergy in services.
- ☐ **Veto** T2 the monarch's power to refuse a bill, so it does not become law.
- ☐ **Weather gauge** T8 the upwind position, which let a fleet choose when to attack.
- ☐ **Yeoman** T3 a farmer who owned his land, ranking below the gentry.

TEST YOURSELF

# Practice paper: plan it

These four questions were written for this guide, in the style of AQA's papers. Plan all four in about ten minutes, then write one in full in the time shown. Mark it using the checklists on pages 23 to 25. For question 4, use your own specified site.

## Question 1

8 marks · about 12 minutes

**Interpretation (written for this guide): 'Elizabeth's government dealt with poverty by fear rather than by care. Its main tools were the whip and the house of correction.' How convincing is this interpretation about the treatment of the poor? Explain your answer using your contextual knowledge and what it says.**

| ASPECT 1 AND KNOWLEDGE | ASPECT 2 AND KNOWLEDGE | OVERALL JUDGEMENT |
|---|---|---|
| | | |

## Question 2

8 marks · about 12 minutes

**Explain what was important about Drake's voyage round the world, 1577 to 1580.**

| CONSEQUENCE 1 AND FACT | CONSEQUENCE 2 AND FACT | HOW THEY LINK |
|---|---|---|
| | | |

## Question 3

8 marks · about 12 minutes

**Write an account of how Mary, Queen of Scots, came to be executed.**

| START | MIDDLE | END AND RESULT |
|---|---|---|
| | | |

## Question 4

16 marks · about 24 minutes

**'Your specified site shows that England was becoming wealthier in the sixteenth century.' How far does a study of your site support this statement? Explain your answer. You should refer to the site and your contextual knowledge.**

| FEATURE, FACT, LINK, SO WHAT (1) | FEATURE, FACT, LINK, SO WHAT (2) | ANOTHER VIEW AND JUDGEMENT |
|---|---|---|
| | | |

CHECK YOURSELF

# Answers

Cover this page while you answer the quick-fire questions. Then check.

## 1. How did Elizabeth rule?

| | |
|---|---|
| 1.1 | Giving offices, land, titles or money in return for loyalty and service. |
| 1.2 | Sir Francis Walsingham. |
| 1.3 | William Cecil, Lord Burghley. |
| 1.4 | To be seen by her people and to stay with nobles. Hosts paid for the visit. |
| 1.5 | Any two of Leicester, Hatton, Raleigh and Essex. |
| 1.6 | Elizabeth. |

## 2. A female ruler

| | |
|---|---|
| 2.1 | Mary, Queen of Scots. |
| 2.2 | James VI of Scotland, who became James I of England. |
| 2.3 | To vote taxes or to pass laws. |
| 2.4 | For speaking up for free speech in Parliament. |
| 2.5 | To end the abuses (the Golden Speech). |
| 2.6 | He was executed, on 25 February 1601. |

## 3. A Golden Age?

| | |
|---|---|
| 3.1 | James Burbage. |
| 3.2 | The Globe. |
| 3.3 | Landowners ranking below the nobility. |
| 3.4 | They said plays encouraged immorality, or kept people from church. |
| 3.5 | What people of each rank were allowed to wear. |
| 3.6 | Bess of Hardwick, Countess of Shrewsbury. |

## 4. The poor

| | |
|---|---|
| 4.1 | The Vagabonds Act of 1572 (the Poor Law of 1572). |
| 4.2 | Making idle beggars and the able-bodied work. |
| 4.3 | 1594 to 1597. |
| 4.4 | Overseers of the poor. |
| 4.5 | Any of: rising population, inflation, enclosure, bad harvests, unemployment. |
| 4.6 | The deserving could not work. The idle were thought to choose not to. |

## 5. English sailors

| | |
|---|---|
| 5.1 | The Golden Hind. |
| 5.2 | 1577 to 1580. |
| 5.3 | Sir Walter Raleigh. |
| 5.4 | A private ship owner licensed by the government to attack enemy ships. |
| 5.5 | John Hawkins. |
| 5.6 | An empty settlement, with the word CROATOAN carved on a post. |

## 6. Catholics and Puritans

| | |
|---|---|
| 6.1 | Made Elizabeth Supreme Governor of the Church of England. |
| 6.2 | 1570. |
| 6.3 | The Church purified of Catholic practices, with more preaching. |
| 6.4 | Edmund Campion. |
| 6.5 | Someone who refused to attend Church of England services. |
| 6.6 | John Whitgift. |

## 7. Mary, Queen of Scots

| | |
|---|---|
| 7.1 | 1568. |
| 7.2 | Sir Francis Walsingham's. |
| 7.3 | Ridolfi (1571), Throckmorton (1583) or Babington (1586). |
| 7.4 | 8 February 1587. |
| 7.5 | Fotheringhay Castle. |
| 7.6 | William Davison, Elizabeth's secretary. |

## 8. Spain and the Armada

| | |
|---|---|
| 8.1 | The Treaty of Nonsuch. |
| 8.2 | The Duke of Medina Sidonia. |
| 8.3 | Fireships. |
| 8.4 | 1604. |
| 8.5 | Lord Howard of Effingham, Drake, Hawkins or Frobisher. |
| 8.6 | Religion; Mary's execution; English raids; English help to the Dutch. |

FOR YOUR TEACHER

# Using it, and what next

### Running it

Set one topic a day for eight days and keep the rest for the skills pages and the practice paper. The Gap Hunter circles give a quick view of what each pupil does not know. The recall box is the most useful thing to look at, because it shows what pupils can produce without help.

### Marking

Pupils write their own answers first and then compare with pages 23 to 25. The ‘why it earns marks’ notes give you language for feedback. They are examples, not mark scheme answers.

### What is inside

Eight topics, each on two pages, with 48 quick-fire questions and eight decision cards. 111 key words. Four model answers with self-marking checklists, a weak-to-strong Question 2, and a plan-it practice paper. A one-page timeline and two pages on the historic environment.

### A twenty-minute lesson on one topic

**2 min** Pupils predict how much they will recall. **6 min** They cover the pages and write the 60-second answer. **5 min** They check against the page and colour the circles. **4 min** In pairs they ask each other the quick-fire questions. **3 min** They rewrite the weakest part.

### Before you hand it out

Check that your school teaches Elizabethan England for this section, and read the historic environment pages with your own specified site in mind. The content requirements come from AQA’s specification (8145, version 1.3) and the question wording from AQA’s published specimen and recent papers. No past-paper questions or mark schemes are reproduced. Key dates and events were cross-checked against official sources where they exist: UK Parliament, The National Archives, Royal Museums Greenwich, the National Trust, Historic England and the US National Park Service. The rest is standard textbook knowledge, written for this guide. Please read them against your own scheme of work, and tell us at info@empowereducators.co.uk if anything should change.

The rest of the History range, with covers, is on the next page. If you would like a guide like this for another AQA option, tell us which at info@empowereducators.co.uk.

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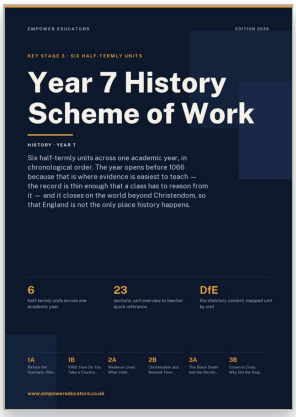
MORE FROM EMPOWER EDUCATORS

# The History range

If this guide was useful, here is the rest of the History shelf. Everything shown is on the site now.

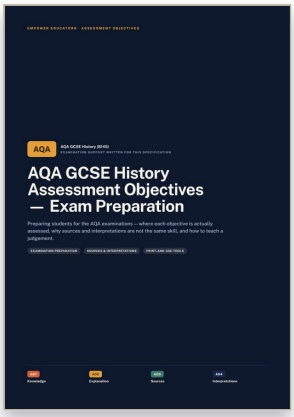
### The History playbook

KS3 to A Level. One book for the whole department.



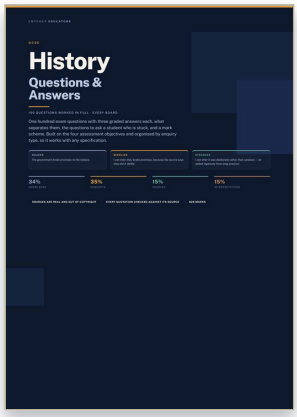

### Schemes of work

Year 7 to Year 11. One sequence table a year, unit by unit.



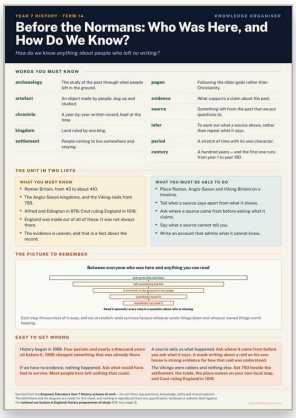

### AQA GCSE exam board playbook

What each assessment objective is worth, quoted from AQA's specification.




### GCSE questions and answers

A hundred questions, each answered three times: weak, middling and strong.




### Knowledge organisers

Year 7 to Year 9. A4, one per unit: the vocabulary, the knowledge and the misconceptions.

### GCSE knowledge mats

One landscape sheet a topic, including Elizabethan England.

### Free revision posters

A3 and print-ready. Free to download.

## See the whole History range

**empowereducators.co.uk/history/**

Details and previews for every resource.