

Clear**Revise**[®]

Edexcel GCSE

History 1HI0

Illustrated revision and practice

Option B4:

Early Elizabethan England, 1558–88

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PREFACE

Absolute clarity! That's the aim.

This is everything you need to ace the British depth study component of Paper 2 and beam with pride. Each topic is laid out in a beautifully illustrated format that is clear, approachable and as concise and simple as possible.

Each section of the specification is clearly indicated to help you cross-reference your revision. The checklist on the contents pages will help you keep track of what you have already worked through and what's left before the big day.

We have included worked exam-style questions with answers. There is also a set of exam-style questions at the end of each section for you to practise writing answers. You can check your answers against those given at the end of the book.

LEVELS OF LEARNING

Based on the degree to which you are able to truly understand a new topic, we recommend that you work in stages. Start by reading a short explanation of something, then try and recall what you've just read. This will have limited effect if you stop there but it aids the next stage. Question everything. Write down your own summary and then complete and mark a related exam-style question. Cover up the answers if necessary but learn from them once you've seen them. Lastly, teach someone else. Explain the topic in a way that they can understand. Have a go at the different practice questions – they offer an insight into how and where marks are awarded.

ACKNOWLEDGEMENTS

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THE SCIENCE OF REVISION

Illustrations and words

Research has shown that revising with words and pictures doubles the quality of responses by students.¹ This is known as ‘dual-coding’ because it provides two ways of fetching the information from our brain. The improvement in responses is particularly apparent in students when they are asked to apply their knowledge to different problems. Recall, application and judgement are all specifically and carefully assessed in public examination questions.

Retrieval of information

Retrieval practice encourages students to come up with answers to questions.² The closer the question is to one you might see in a real examination, the better. Also, the closer the environment in which a student revises is to the ‘examination environment’, the better. Students who had a test 2–7 days away did 30% better using retrieval practice than students who simply read, or repeatedly reread material. Students who were expected to teach the content to someone else after their revision period did better still.³ What was found to be most interesting in other studies is that students using retrieval methods and testing for revision were also more resilient to the introduction of stress.⁴

Ebbinghaus’ forgetting curve and spaced learning

Ebbinghaus’ 140-year-old study examined the rate at which we forget things over time. The findings still hold true. However, the act of forgetting facts and techniques and relearning them is what cements them into the brain.⁵ Spacing out revision is more effective than cramming – we know that, but students should also know that the space between revisiting material should vary depending on how far away the examination is. A cyclical approach is required. An examination 12 months away necessitates revisiting covered material about once a month. A test in 30 days should have topics revisited every 3 days – intervals of roughly a tenth of the time available.⁶

Summary

Students: the more tests and past questions you do, in an environment as close to examination conditions as possible, the better you are likely to perform on the day. If you prefer to listen to music while you revise, tunes without lyrics will be far less detrimental to your memory and retention. Silence is most effective.⁵ If you choose to study with friends, choose carefully – effort is contagious.⁷

1. Mayer, R. E., & Anderson, R. B. (1991). Animations need narrations: An experimental test of dual-coding hypothesis. *Journal of Education Psychology*, (83)4, 484–490.
2. Roediger III, H. L., & Karpicke, J.D. (2006). Test-enhanced learning: Taking memory tests improves long-term retention. *Psychological Science*, 17(3), 249–255.
3. Nestojko, J., Bui, D., Kornell, N. & Bjork, E. (2014). Expecting to teach enhances learning and organisation of knowledge in free recall of text passages. *Memory and Cognition*, 42(7), 1038–1048.
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6. Cepeda, N. J., Vul, E., Rohrer, D., Wixted, J. T. & Pashler, H. (2008). Spacing effects in learning a temporal ridgeline of optimal retention. *Psychological Science*, 19(11), 1095–1102.
7. Busch, B. & Watson, E. (2019), *The Science of Learning*, 1st ed. Routledge.

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MARK ALLOCATIONS

Green mark allocations^[1] on answers to 4-mark questions throughout this guide help to indicate where marks are gained within the answers. A bracketed '1' e.g. ^[1] = one valid point worthy of a mark. There are often many more points to make than there are marks available so you have more opportunities to max out your answers than you may think.

Higher mark questions require extended responses. These answers should be marked as a whole in accordance with the levels of response guidance on **page 61**.

Understanding the specification reference tabs

This number refers to the key topic. In this example, *Queen, government and religion, 1558–69*.

This number refers to the subtopic. In this example, *The 'settlement' of religion*.

1.2.1

This number refers to the bullet point. In this example, *Religious divisions in England in 1558*.

THE EXAM

Paper 2 is split across two booklets — Booklet P is the Period Study and Booklet B is the British Depth Study. This revision guide covers Booklet B4. The questions follow the same format every year, so make sure you're familiar with them before the big day.

Q1 (a) "Describe two features of..."

This question tests your **knowledge** of key features of the period. It's worth four marks — you will be awarded one mark for each feature identified (maximum of two features) and one mark for supporting information for each feature (maximum of two marks). Since it's only worth four marks, don't spend too long on this question.

Q1 (b) "Explain why..."

This question tests your understanding of **causation** — **why** something happened. You need to use your own knowledge, but there will be two stimulus points to help you. To get top marks, you need to include information that goes beyond these stimulus points. This question is worth 12 marks, so make sure your answer includes sufficient detail.

Q1 (c) "How far do you agree..."

For Q1 (c), you'll have the choice of two questions — you only need to answer one. Both questions will give a statement, and you need to say how far you agree with it. This question is worth 16 marks and it tests your knowledge of **cause, consequence, change, continuity, significance, similarity** and **difference**. You'll be given two stimulus points, but you also need to include your own knowledge to secure the top marks. Your answer needs to reach a judgement and it must be justified with supporting evidence.



TOPICS FOR PAPER 2

BRITISH DEPTH STUDY

Option B4:

Early Elizabethan England, 1558–88

Information about Paper 2

Written exam: 1 hour 45 minutes (This includes the Period study)

64 marks (32 marks for each of the British Depth study and the Period study)

40% of the qualification grade (20% for each of the British Depth study and the Period study)

Specification coverage

Key topic 1: Queen, government and religion, 1558–69

Key topic 2: Challenges to Elizabeth at home and abroad, 1569–88

Key topic 3: Elizabethan society in the Age of Exploration, 1558–88

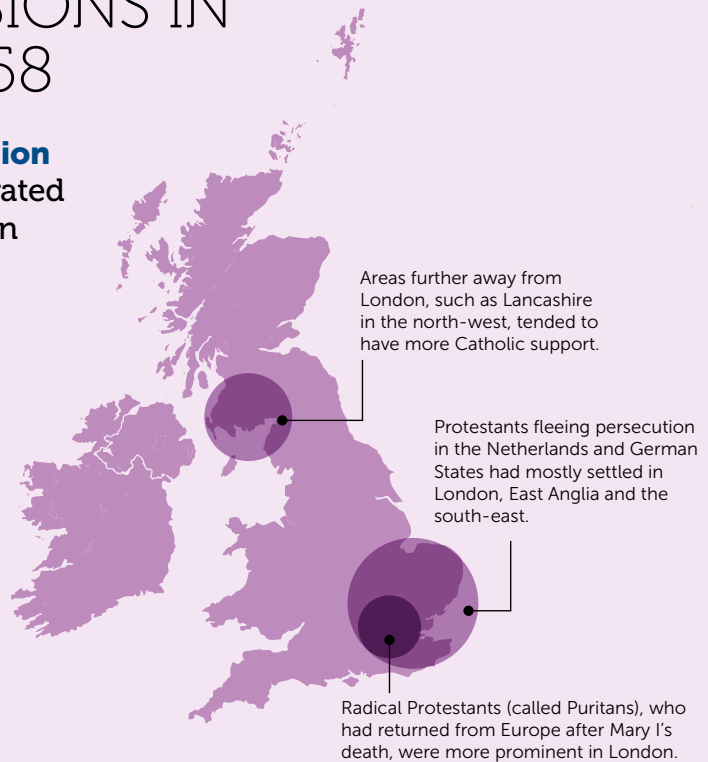
Questions

Answer questions 1(a), 1(b) and either 1(c)(i) or 1(c)(ii)

RELIGIOUS DIVISIONS IN ENGLAND IN 1558

Following Henry VIII's **Reformation** (see page 5), Protestants immigrated to England to escape persecution in Europe.

Different religious groups were more concentrated in certain parts of England.



Religious differences

Catholicism, Protestantism and Puritanism are all forms of Christianity, but there are some significant differences in what each group believe.

Catholicism

- The **Pope** was the head of the Church.
- The Church had different ecclesiastical positions, e.g., archbishops, cardinals, bishops and priests.
- Catholics believed in **transubstantiation** (the wine and bread used in communion became the blood and body of Christ).
- Church acted as the link between God and the people.
- Services were in Latin.
- Churches were very decorative, and priests wore embellished **vestments** (robes).
- Priests must be **celibate** (unmarried).
- Catholics believed in **seven sacraments** (religious ceremonies) — baptism, confirmation, Eucharist, reconciliation, anointing of the sick, matrimony and holy orders.

Pope Pius V, who later excommunicated Elizabeth



Protestantism

- There shouldn't be a Pope.
- There shouldn't be ecclesiastical positions.
- Protestants did not believe in transubstantiation.
- The Bible acted as the link between God and the people.
- Services should be in English.
- Churches should be simple, and priests should wear plain vestments.
- Priests were allowed to marry.
- Only two sacraments – baptism and Eucharist.

Puritanism

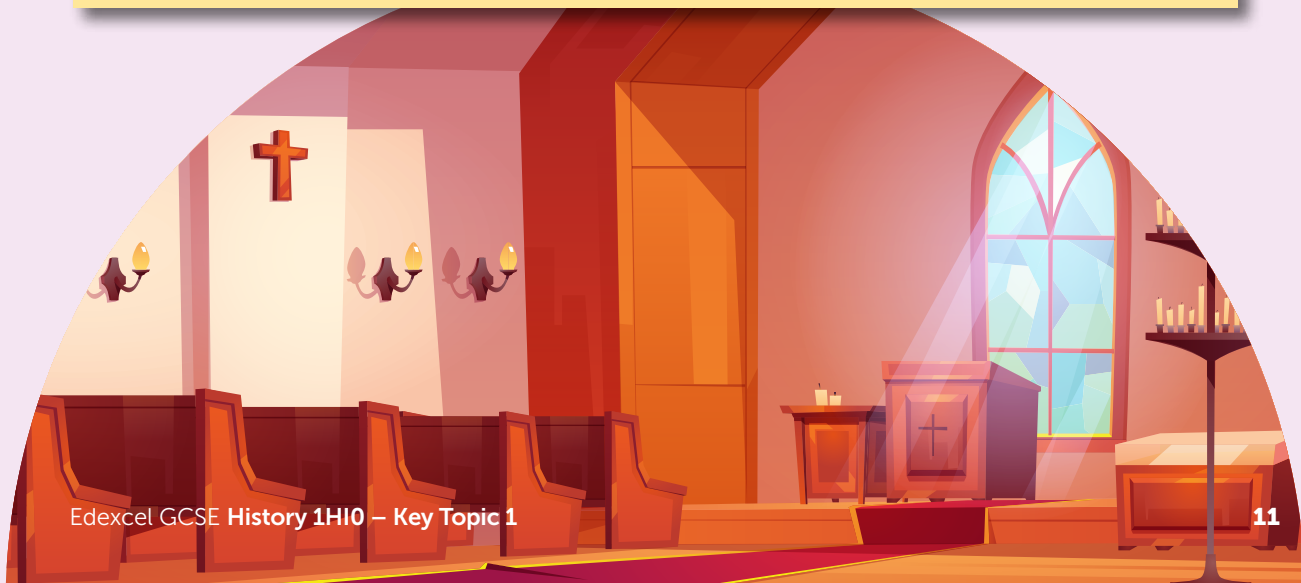
- There shouldn't be a Pope.
- There shouldn't be ecclesiastical positions because everyone is equal in the eyes of God.
- Puritans did not believe in transubstantiation.
- The Bible acts as the link between God and the people.
- Services should be in English.
- Churches should be plain white, and priests shouldn't wear vestments.
- Only two sacraments – baptism and Eucharist.

Describe **two** features of the Puritan religion in early Elizabethan England.

[4]

The Bible should be someone's link to God, not church.^[1] Therefore, the Bible should be in English so that everyone could understand it.^[1]

Puritans thought everyone should be equal in God's eyes^[1] so they didn't believe in the Pope as the head of the Church or that there should be ecclesiastical positions.^[1]



MARY'S CLAIM TO THE ENGLISH THRONE

Mary, Queen of Scots was the granddaughter of Henry VIII's sister, Margaret. Her claim to the throne was strong, and she posed a real threat to Elizabeth.

The threat of Mary

Mary was married to the French King, Francis II, and they were both devout Catholics. Her link to France and her rule in Scotland meant that some Catholics at home and abroad thought she should sit on the English throne.

Mary's route to England

1542

Mary was born and became Queen of Scotland when she was 6 days old. Regents ruled on Mary's behalf.

1548

Mary was betrothed to the French Prince, Francis. She travelled to France and spent the next 12 years at the French court.

1558

Mary and Francis married.

1560

Francis II died, and Mary returned to Scotland in 1561

1565

Mary married Henry Stuart (Lord Darnley).

1566

Mary gave birth to an heir, James Stuart.

1567

Lord Darnley was murdered, and many thought Mary was responsible. She quickly married the Earl of Bothwell.

1568

Resentment of Mary, linked to Darnley's murder, led to a Protestant rebellion which deposed her in favour of her son, James.

Mary was imprisoned at Lochleven Castle but escaped on 2nd May and fled to England to seek Elizabeth's help in regaining the Scottish throne.

Mary, Queen of Scots



Mary and Elizabeth

In 1560, Elizabeth had secretly helped Protestant rebels in Scotland who resented the Catholic reign of Mary's mother, Mary of Guise, who was ruling Scotland as Queen Regent. With Elizabeth's help and troops, the rebels defeated Mary of Guise.

Following the English victory, Elizabeth signed the Treaty of Edinburgh (1560) which stated that Mary, Queen of Scots would renounce any claim to the English throne.

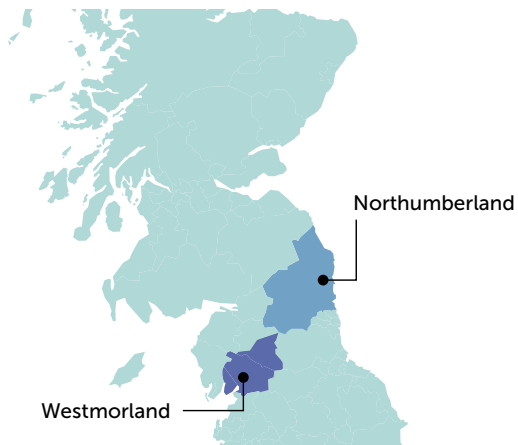
When Mary returned to Scotland in 1561, the country was effectively ruled by Protestant lords. Mary denied that she had agreed to the treaty and wanted Elizabeth to name her as heir to the English throne.

THE REVOLT OF THE NORTHERN EARLS, 1569–70

In November 1569, two northern Earls rebelled against Elizabeth. It was the most significant rebellion against the queen during her reign.

Aim of the revolt

The revolt was led by the Catholic Earls of Westmorland (Charles Neville) and Northumberland (Thomas Percy) as well as their wives. Neville's wife, Jane, was the sister of the Duke of Norfolk, Thomas Howard. The aim was for Mary, Queen of Scots to marry Norfolk, overthrow Elizabeth with an army and put Catholic Mary on the throne. They also wanted to replace southern privy counsellors with men who would be more favourable to the north.



Reasons for the revolt

Power

During Elizabeth's reign, established families (many in the north, and Catholic) had lost power and influence to newer Protestant families in the south. Men like William Cecil and Robert Dudley were resented for their new-found influence at court. The northern earls were also angry that the **Council of the North**, which helped to govern the region, was controlled by southern Protestants.



Money

Both the Percys and the Nevilles had lost land to southern Protestants as Elizabeth redistributed money and influence amongst her new court. The queen had also claimed the rights to a valuable copper mine discovered on Percy's land in 1567.



Religion

Much of the north remained Catholic. Although Elizabeth's religious settlement appeased most people, the gradual replacement of clergy with Protestants and the appointment of James Pilkington as the Protestant Archbishop of Durham in 1561 angered many in the north.



Security

There was widespread worry about who would rule when Elizabeth died. In the north, there were concerns that a messy succession could lead to civil war and a future Protestant monarch. This could lead to further loss of power and influence in the north.



Key features of the revolt

It began as a plan to secure a marriage between Norfolk and Mary, rather than a rebellion. However, sanctioning marriages and the issue of succession were both royal decisions, so this match went behind Elizabeth's back. Mary told sympathisers in Spain she intended to become queen "in three months", which suggests a deliberate intention to overthrow Elizabeth. Mary hoped that Spain would send support once the rebellion started.

Dudley (a close advisor of the queen) heard about the plot, and Norfolk was arrested. The northern earls responded to Norfolk's arrest by raising an army to march on Durham. The earls captured Durham and celebrated Catholic Mass in the cathedral. The Earl of Sussex raised an army of 10,000 men to confront the rebels. After the rebellion was defeated by Sussex's royal army near Tutbury, Westmorland fled to Scotland while Northumberland and 400 troops were executed by order of the queen.

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

[4]

The Revolt of the Northern Earls was led by Charles Neville and Thomas Percy.^[1] They were angry because they had lost influence to newer Protestant members of the court, such as Dudley and William Cecil.^[1]

Percy and Neville also wanted to restore Catholicism and a Catholic monarch to the throne following Elizabeth's religious settlement.^[1] They intended to overthrow Elizabeth and put Catholic Mary, Queen of Scots on the throne.^[1]

Elizabeth's religious settlement (see pages 12-13) was an attempt to appease both Protestants and Catholics in England by introducing religious changes which would be acceptable to both groups. Although the settlement was largely successful, some Catholics resented the changes and actively rebelled against them.



DRAKE AND THE RAID ON CADIZ



Although Elizabeth was still keen to negotiate, Philip viewed the Treaty of Nonsuch (1585) as a declaration of war. In January 1586 he started planning to invade England and began building a great invasion fleet — the Armada.

Drake's attack on Cadiz

In March 1587, Elizabeth sent Drake to spy on the Spanish fleet and to disrupt their preparations. Over the course of 3 days in April, Drake attacked the Spanish ships in the port of Cadiz, destroying 30 ships and claiming tonnes of provisions, such as wood used to make barrels.

After the raid, Drake sailed home along the coast of Portugal. He seized more ships and supplies destined for the Armada.

Drake also captured the *San Felipe*, a Spanish trading ship that was transporting gold, silk, and spices from the New World. This valuable cargo provided a financial boost to England.

The raid on Cadiz put preparations for the Armada back at least a year, allowing England more time to prepare. It was also very costly for Spain to replace the damaged ships and stolen goods.

The attack was called '**Singeing the King of Spain's beard**'.



THE CONSEQUENCES OF THE ENGLISH VICTORY

The English victory over the Armada helped strengthen Elizabeth's reign, Protestantism and English exploration.

Elizabeth's reign

Victory over the Armada boosted Elizabeth's position in England. She used propaganda, including a famous speech to troops at Tilbury, a commemorative medal, a new portrait, and a parade through London to reinforce her strength and authority as queen.

This portrait of Elizabeth was commissioned following the defeat of the Armada.



Religion

England's victory over Spain was interpreted by some as a sign that God favoured Protestantism.

The victory also reignited Dutch Protestant hopes that they could remove Spanish control in Dutch territories. This reinforced the Protestant Netherlands as a European ally for an otherwise isolated England.

English seafaring

England's overseas ambitions had increased during Elizabeth's reign, but they were no match for the established and wealthy Spanish empire. After the Armada's defeat, it was easier to see England as an emerging seafaring power, and overseas trade could be supported by a strong navy.

1. Describe **two** features of the English victory over the Armada. [4]

English naval tactics were successful in defeating the Armada.^[1] Drake's use of fireships caused the Armada to break their defensive formation and sail away.^[1]

The English navy had ships that were better suited to warfare.^[1] English galleons had longer-range cannons which meant they could inflict damage on the Spanish fleet from a safer distance.^[1]



2. "Drake's raid on Cadiz was the most significant factor in the defeat of the Armada in 1588."

How far do you agree? Explain your answer.

You **may** use the following in your answer:

- English ships and tactics
- the Duke of Parma's forces

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

[16]

Your answer may include:

Agree:

Drake's raid on Cadiz:

- *Drake's raid on Cadiz damaged Spanish ships and delayed the Armada by around a year. This gave England more time to prepare and to build and equip ships.*
- *Drake's raid also stole valuable supplies such as barrel wood used to store food on Spanish ships. This led to a lack of provisions and poor morale amongst the crew.*

Disagree:

English ships and tactics:

- *England built new galleons which were quicker and more manoeuvrable. These ships were more effective for maritime warfare than the slower Spanish ships.*
- *The English ships had long-range cannons which meant they could attack the Spanish ships from a safer distance.*
- *The English navy harassed the Armada as they moved up the Channel and then scattered them with fireships.*

Duke of Parma's forces:

- *The Armada was very vulnerable to attack in the English Channel as it sailed to join forces with the Duke of Parma's forces in the Netherlands. Because the Spanish didn't have access to deep water ports, the Duke of Parma's army was late and slow to join forces with the Armada.*

Other information:

- *The Armada faced bad weather when they attempted to return to Spain, which made the sailing conditions difficult.*
- *The Spanish captains struggled to safely navigate the dangerous route around Scotland and Ireland, and many ships were lost on the journey home.*

This question should be marked in accordance with the levels-based mark scheme on page 62.



To get top marks, you must refer to the question and make a judgement on the statement, having outlined the different sides of the argument.

Make sure your answer to this question is in paragraphs and full sentences. Bullet points have been used in this example answer to suggest some information you could include. To get top marks, you need to include information other than the bullet points in the question.

FACTORS PROMPTING EXPLORATION

English exploration in the 16th century lagged behind Spain and Portugal, who had successfully established colonies in the Americas and had been exploring Africa and Asia since the 1400s.

Factors that increased English exploration

Growth of trade

Conflict in the Netherlands (see [page 36](#)) meant English merchants needed to find new trading routes, and Spain's colonies in America showed how profitable exploration could be. This encouraged long-distance trade.



Private investment

Because English merchants couldn't lawfully trade with Spanish colonies, many financed privateers to do so illegally. Privateers sought new territories to trade with (or steal from) for their investors.



The printing press

An increase in printing presses meant there were more books about the adventures and profit to be had from exploration. This inspired a new generation of explorers. There was also an increase in navigation books, including a book by Martin Cortés called the *Art of Navigation* which was translated into English from Spanish. This explained techniques for sailing across open oceans.



New ship designs

England used new galleons against the Armada. They were much larger than earlier ships which meant they could sail for longer, carry more supplies and carry more cargo so journeys were now more profitable than ever before. Lowered bows and sterns made them more stable at sea, and long-range cannons meant they were better defended against Spanish ships.



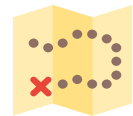
New technology

Elizabethan sailors used **astrolabes** to help them navigate by measuring the angle between the horizon and the North Star. Advancements in mathematics also improved the accuracy of sailing. For example, Thomas Harriot devised a simpler way to calculate a ship's sailing direction.



Better maps

Gerardus Mercator's map used parallel lines of latitude and longitude, which helped to standardise maps and make them more accurate. These maps could be quickly duplicated through printing, which meant maps were more widely available, making it easier for sailors to plot voyages.



EXAMINATION PRACTICE

Instructions and information:

- This page follows the format of the examination.
- The total mark for this paper is 32. The marks for each question are shown in brackets.
- You must answer part (a), (b) and one option from part (c).
- You should allow roughly 50 minutes to answer the questions below.
- Write your answers on a separate sheet of paper using black ink.

1. (a) Describe **two** features of early Elizabethan theatre. [4]
- (b) Explain why there was an increase in education during the early Elizabethan period.
You **may** use the following in your answer:
- an increase in trade
 - the printing presses
- You **must** also use your own knowledge. [12]
- (c) (i) "Drake's successful circumnavigation of the globe in 1577–80 was the most significant factor in the growth of exploration by England under Elizabeth."
How far do you agree? Explain your answer.
You **may** use the following in your answer:
- developments in ship building
 - Drake's knighthood
- You **must** also use your own knowledge. [16]
- (ii) "The wool trade was the most significant cause of poverty in early Elizabethan England."
How far do you agree? Explain your answer.
You **may** use the following in your answer:
- population growth
 - changes to farming methods
- You **must** also use your own knowledge. [16]

EXAMINATION PRACTICE ANSWERS

Key Topic 1

1. (a) Your answer may include: [4]
In the country, status in society was determined by how much land someone owned, with nobles and the gentry at the top of the social hierarchy and vagrants at the bottom. In the towns, status in society was based on wealth and occupation, with merchants at the top of the hierarchy and unskilled labourers and the unemployed at the bottom.
- (b) Your answer may include: [12]
When Elizabeth came to the throne in 1558, some people thought that she shouldn't be queen. One of the most significant reasons was the question of her legitimacy. Some people doubted that Henry VIII had been legally married to Elizabeth's mother, Anne, when she was born. This was partly because Henry VIII had divorced his first wife without the approval of the Pope. Elizabeth's legitimacy was also questioned because Henry had declared her illegitimate for a period, although he later reversed his decision. Since being queen was a birthright, doubts about her legitimacy were taken very seriously.
Another reason why some people thought Elizabeth shouldn't be queen was her gender. Society considered women to be inferior to men, and many people thought that Elizabeth didn't have the strength or intelligence to rule a country because she was a woman. This belief was especially prevalent when Elizabeth came to the throne because her predecessor, Mary I, had had a chaotic reign with poor harvests and the violent persecution of Protestants. Many people feared that another female monarch would also have turbulent reign.
Other people did not support Elizabeth's reign because she was unmarried and seemed reluctant to choose a husband. If she died without an heir, there wouldn't be a clear successor, which could lead to fierce competition between those who thought they should rule, and a civil war could weaken England and make her vulnerable to attacks from abroad.
Finally, Elizabeth was only 25 when she became queen, and people were concerned about her youth and inexperience. This was even more significant because Elizabeth had been third in line for the throne, so no one expected her to rule. As a result, some people felt she wasn't properly trained or prepared for the difficulties and challenges of being a queen.
- (c) (i) Your answer may include: [16]
When Elizabeth first came to the throne, France was England's main threat from abroad, partly because Elizabeth had inherited a war with France from Mary I. One reason why Elizabeth was keen to end the war with France may have been because France was a Catholic country, and Elizabeth had reverted England back to Protestantism. Elizabeth may have feared that France could attempt to overthrow her and replace her with a Catholic ruler. This threat was even more dangerous since France had troops stationed in Scotland, and France and Scotland had an allegiance, known as the Auld Alliance, so an invasion from the north was a very real possibility. Furthermore, Mary, Queen of Scots, who was a legitimate claimant to the English throne, had married the King of France, and Elizabeth feared that a French invasion might aim to depose her, and put Mary on the throne. Therefore, at the start of Elizabeth's reign, France was a significant challenge to the stability of Elizabeth's rule.
However, France was not the only challenge Elizabeth faced at the start of her reign. Elizabeth also faced financial issues as she had inherited approximately £300,000 of debt from previous monarchs – more than the crown earned annually. To make matters worse, Mary I had sold off crown lands which meant that Elizabeth's rental income was depleted, and Mary had also borrowed money with extremely high rates of interest. Furthermore, a steady debasement of English currency meant that foreign traders were reluctant to do business with English merchants which damaged the economy even further. Poor harvests meant that the English population were struggling, and it was impractical to raise taxes. Without money, Elizabeth would struggle to defend England if France invaded, so England's financial situation was also a challenge to Elizabeth's rule.
Another problem faced by Elizabeth was the issue of religious divisions in England. England had been Catholic under Mary I, and Mary had violently persecuted Protestants. Following years of religious upheaval, Elizabeth wanted to bring stability and peace to England by introducing her religious settlement. Although it was intended to be a moderate settlement that appeased both Catholics and Protestants, Elizabeth faced the possibility of backlash from powerful Catholic families, especially those in the north of England. Furthermore, the religious settlement potentially faced challenges abroad from Catholic powers such as Spain and the Papacy.
Elizabeth also faced challenges from those people who felt that she shouldn't rule England. Some people thought that Elizabeth wasn't the rightful queen because her father, Henry VIII, had declared her illegitimate. Although Henry reversed this decision, Elizabeth's position was still vulnerable at the start of her reign. In addition, as a female monarch, there were many who thought that she couldn't rule effectively. Society taught people that women were inferior to men, and that females weren't intelligent or strong enough to lead a country. This meant that people both at home and abroad thought that she was weak and vulnerable, and that Elizabeth could be easily overthrown.
In conclusion, although France was a real challenge to Elizabeth's rule, she was able to end the war quickly when she came to the throne. However, I believe that financial instability was the greatest challenge Elizabeth faced at the start of her reign. Without money, the crown couldn't defend England from invasion from France, Spain or the Papacy, which was a very real threat following Elizabeth's religious settlement.

LEVELS-BASED MARK SCHEMES FOR EXTENDED RESPONSE QUESTIONS

Questions 1(b) and 1(c) require extended writing and use mark bands. Each answer will be assessed against the mark bands, and a mark is awarded based on the mark band it fits into.

The descriptors have been written in simple language to give an indication of the expectations of each mark band. See the Edexcel website for the official mark schemes used.

Question 1 (b)

Level 4 (10–12 marks)	<ul style="list-style-type: none">• The answer gives an analytical explanation which is focused on the question.• The answer is well developed, coherent and logically structured.• The information given is accurate and relevant to the question.• The answer shows excellent knowledge and understanding of the period.• The answer includes information that goes beyond the stimulus points in the question.
Level 3 (7–9 marks)	<ul style="list-style-type: none">• The answer shows some analysis which is generally focused on the question.• The answer is mostly coherent and logically structured.• Most of the information given is accurate and relevant to the question.• The answer shows good knowledge and understanding of the period.
Level 2 (4–6 marks)	<ul style="list-style-type: none">• The answer shows limited analysis, and not all points are justified.• The answer shows some organisation, but the reasoning is not sustained.• Some accurate and relevant information is given.• The answer shows some knowledge and understanding of the period.
Level 1 (1–3 marks)	<ul style="list-style-type: none">• A simple or general answer is given.• The answer lacks development or organisation.• The answer shows limited knowledge and understanding of the period.
0 marks	<ul style="list-style-type: none">• No answer has been given or the answer given makes no relevant points.

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EXAMINATION TIPS

With your examination practice, use a boundary approximation using the following table. These boundaries have been calculated as an average across all past History papers rather than an average of this paper. Be aware that the grade boundaries can vary quite a lot from year to year, so they should be used as a guide only.

Grade	9	8	7	6	5	4	3	2	1
Boundary	83%	75%	67%	58%	51%	42%	30%	19%	8%

1. Read the questions carefully as some students give answers to questions that they think are appearing (or wish were appearing!) rather than the actual question.
2. Make sure your handwriting is legible. The examiner can't award you marks if they can't read what you've written.
3. Make sure you revise the all the content well. You need to be prepared to answer a question on any topic, especially since the first two questions are compulsory.
4. Don't include any information that falls outside of the period. For example, don't mention Shakespeare when writing about Elizabethan theatre – he didn't start staging his plays until after 1588.
5. The examiner will be impressed if you can correctly use topic-specific vocabulary like "recusancy", "excommunicated", "vestments", "astrolabes" etc.
6. Manage your time well in the exam. Don't spend too long answering Q1(a), which is only worth 4 marks, and you don't need to write an introduction or a conclusion for Q1(b).
7. To get the best marks on Q1(b) and Q1(c) you need to go beyond the stimulus points provided in the question. You don't have to use the stimulus points if you're struggling to use them, but you need to discuss at least three different points in your answer.
8. It's worth jotting down a quick plan for Q1(c) to make sure your answer includes sufficient detail and is focused on the question.
9. Your answer to Q1(c) should make a judgement on the statement provided in the question. You need to use evidence throughout your answer to sustain and justify the judgement you reach.
10. In the longer written questions, use linking words and phrases to show you are developing your points or comparing information, for example, "as a consequence", "this shows that" and "on the other hand". This helps to give your answer structure, and makes it easier for the examiner to award you marks.
11. If you need extra paper, make sure you clearly signal that your answer is continued elsewhere. Remember that longer answers don't necessarily score more highly than shorter, more concise answers.

Good luck!

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