

# Mark the answer

1 Use the mark scheme below to assign a mark to the answer. Explain your decision.

- 5 (a) Describe **two** features of the Babington plot (1586). (4)

Feature 1: One feature was that Mary, Queen of Scots, was executed after the plot was found out. She was executed by being beheaded.

Feature 2: The plot involved an invasion of England by the Duke of Guise. The plan was for the Duke to kill Elizabeth and put Mary, Queen of Scots, on the throne.

## Marking instructions

Each valid feature should be awarded 1 mark, up to a maximum of 2 marks. Each feature should be awarded a second mark for supporting information. E.g.

- Mary, Queen of Scots, was involved in the plot (1 mark), which was shown by Babington's letters to Mary (1 mark).

I would award the first feature out of 2 marks because

I would award the second feature out of 2 marks because

2 Use the mark scheme below to assign a mark to the answer. Explain your decision.

- 5 (a) Describe **two** features of Elizabethan society. (4)

Feature 1: One important feature was the Privy Council. This was made up of members of the nobility who helped to govern the country and took account of what was happening in parliament.

Feature 2: There were tenant farmers and also merchants – they could be very wealthy.

## Marking instructions

Each valid feature should be awarded 1 mark, up to a maximum of 2 marks. Each feature should be awarded a second mark for supporting information. E.g.

- People had to show care for those below them (1 mark). Landowners had a duty of care for their tenants if, for example, there was a harvest failure (1 mark).

I would award the first feature out of 2 marks because

I would award the second feature out of 2 marks because

## Complete the question

1 Use the student's answer to complete the question. Include dates where possible.

5 (a) Describe **two** features of ..... (4)

### Nailed it!

Feature 1: A new prayer book was introduced in 1559, called the Book of Common Prayer, which had to be followed by all clergy. The wording in the prayer book was made so that Protestants and Catholics could both use it and understand different things.

Feature 2: A second feature was the Act of Supremacy. Elizabeth was named as Governor of the Church of England. Her father, Henry VIII, had named himself Supreme Head of the Church of England. Governor was a title that showed Elizabeth was more tolerant of religious differences in England.

2 Use the student's answer to complete the question. Include dates where possible.

5 (a) Describe **two** features of ..... (4)

### Nailed it!

Feature 1: Two of the main rebels were Thomas Percy, Earl of Northumberland, and Charles Neville, Earl of Westmorland. Both of them were Catholics who owned huge areas of land in the north, but who had lost a lot of their influence at court.

Feature 2: A second feature was that many northern landowners did not join the revolt, mainly because they had gained a lot of wealth from Henry VIII's dissolution of the monasteries and did not want to have to give it back if England became Catholic again. Examples were landowners in Lancashire and Cheshire.

3 Use the student's answer to complete the question. Include dates where possible.

5 (a) Describe **two** features of ..... (4)

### Nailed it!

Feature 1: Parliament saw vagrants as a threat to public order and wanted to deter vagrancy. Vagrants were whipped and had a hole put in their ears for a first offence, imprisoned if arrested for vagrancy again and given the death penalty for a third offence.

Feature 2: A second feature was helping the 'impotent poor'. A national poor rate was introduced and local authorities (for example, JPs and parish councils) had to keep a poor register and find work for able-bodied poor people.

## Complete the answer

1 Use the marking instructions below to complete the student's answer so that it would be awarded 4 marks.

5 (a) Describe **two** features of the Puritan challenge in the 1560s. (4)

Feature 1: Puritans wanted a simpler style of worship that purified churches of Catholic 'graven images' such as .....

Feature 2: Puritans refused to wear the vestments required by the Royal Injunctions because .....

### Marking instructions

Each valid feature should be awarded 1 mark, up to a maximum of 2 marks. Each feature should be awarded a second mark for supporting information. E.g.

- Puritans wanted to live in a 'more godly' society (1 mark). An example of what would make society more 'godly' was banning 'sinful' activities such as gambling or cock fighting (1 mark).

2 Use the marking instructions below to complete the student's answer so that it would be awarded 4 marks.

5 (a) Describe **two** features of school education during Elizabeth's reign (1558–1603). (4)

Feature 1: Parish schools were for children up to the age of 10 years. They were owned by .....

Feature 2: Grammar schools .....

### Marking instructions

Each valid feature should be awarded 1 mark, up to a maximum of 2 marks. Each feature should be awarded a second mark for supporting information. E.g.

- Very few children in Elizabethan England went to school (1 mark). No one believed there was any point educating anyone but the children of rich people, since it was thought no one else would need it (1 mark).

## Find the answer

1 A student has planned an answer to the question below. Find the **one** point that is **not** accurate, and the one point that is **not** relevant. Explain your choices.

5 (b) Explain why there was an increase in poverty in Elizabethan England, 1558–88. (12)

You may use the following in your answer:

- rural enclosure
- bad harvests

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

You should only include information that is **accurate** and **relevant** in your answer.

- A Enclosure meant poor people couldn't use common land any more.
- B Monasteries had helped poor people in the past, but they had been dissolved by Henry VIII in the 1530s.
- C England's population grew from 30 million in 1551 to 42 million in 1601.
- D People who refused to pay the poor rates could be put in prison after the 1576 Poor Relief Act.
- E There were harvest failures in 1562, 1565, 1573 and 1586, which drove up food prices and meant subsistence farmers couldn't grow enough to live on.

The information that I think is not accurate is point \_\_\_\_\_ because \_\_\_\_\_

The information that I think is not relevant is point \_\_\_\_\_ because \_\_\_\_\_

2 Find the **one** point of additional information that would **not** help answer the question above. Tick it.

- ☐ The growth in the triangular trade, developed by John Hawkins
- ☐ Increasing demand for land due to population increase
- ☐ Economic recessions caused by trade embargoes
- ☐ Sheep farming, because it meant less food was grown

Paper 2, Question 5(b) gives you two stimulus points, but you need to add your own information as well as (or instead of) these two points.

## Improve the answer

1 A student has written the first paragraph of an answer to this question. Use the hints below to improve it.

5 (b) Explain why the Spanish Armada was defeated in 1588. (12)

You may use the following in your answer:

- the Battle of Gravelines (8 August 1588)
- the weather

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

I wish I'd practised writing exam answers in my revision! I learned loads of facts and dates, but sometimes I just wrote down everything I could remember about a topic rather than using what I knew to actually answer the question.

### Had a go

The Armada was defeated for many reasons. One was the Battle of Gravelines. Another was that English ships were better armed and equipped. Another was that bad weather hit the Spanish ships when they were trying to retreat. The English had better tactics, too – they could sail close to the Spanish ships and fire on them, but not get so close that the Spanish soldiers on the ships could get across to the English ships. The Battle of Gravelines had fireships. These were important in winning the battle, which the English did, led by Francis Drake.

### Hints

- Focus on **explaining** – the answer so far has too much description.
- Make a clear argument. The answer above is not very clear. Draw attention to the points you are making by using one paragraph per point and saying things like 'A second reason was that...'
- For each point you make, say why this point helps to explain the defeat of the Armada.
- Support your points with detail or examples that show you understand this topic.

## Mark the answer

- 1 Draw lines to connect the marker's comments to the relevant parts of the answer. One has been done for you.

- 5 (b) Explain why Drake circumnavigated the globe (1577–80).

(12)

You may use the following in your answer:

- the Battle of San Juan de Ulúa (1568)
- profits

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

The main reason why Francis Drake sailed round the world was not because he was an explorer but because he planned to steal treasure from the Spanish. The Spanish were mining silver and gold in South America (the Spanish Main) and then shipping it back to Spain. Drake intercepted Spanish treasure ships and stole tons of silver and gold – in fact 26 tons of silver and half a ton of gold, as well as jewels and other treasure. However, Drake could not return to England with his treasure, across the Atlantic, because Spanish ships were waiting for him. He went up the west coast of the Americas, tried to find a way back east through the North-West passage but couldn't find it (it was only a myth then), and so was forced to try to sail back west, through Indonesia and round Africa.

This suggests that the most important reason for Drake's voyage was profit. He had an excellent record as a privateer and that meant many rich people were prepared to invest in his voyage, in return for a share of the profits. When Drake finally got back to England in September 1580, Elizabeth's share of the profits was more than enough to pay off England's national debt at the time. It was this enormous profit that made Drake so famous.

Evidence of analytical explanation, as the student is considering which reasons might be more important than others. Let's see if this gets developed later.

Detailed knowledge shown here; shame the student did not link more closely to the question, e.g. as evidence of profits from the raids for investors.

Clear focus on the question from the start of the answer. Introduces own knowledge and understanding: potential for Level 4.

The student is spending far too much time describing what Drake did here: I can't give this any marks because it isn't explaining anything.

Excellent use of AO1 knowledge to support an AO2 analytical explanation.

## Find the answer

- 1 A student has planned an answer to the question below. Find the **one** point that is **not** accurate, and the **one** point that is **not** relevant. Explain your choices.

- 5 (c)(i) 'Religious divisions were Elizabeth's main challenge when she became queen in 1558.'  
How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- Catholic grievances
- Philip II

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

Paper 2, Question 5(c) gives you two stimulus points, but you must also use your own information as well as (or instead of) these two points.

- A Catholic nobles like the Nevilles and Percys resented their loss of influence under Elizabeth.
- B In 1566 the pope instructed English Catholics not to attend Church of England services.
- C People believed that priests could guide them in life and protect them from bad consequences.
- D Philip II of Spain had been married to Mary, Queen of Scots, which gave him a claim to the English throne.
- E By 1570, England was surrounded by potentially hostile Catholic powers. The Pope also excommunicated Elizabeth in 1570.

The information that I think is not accurate is point ..... because .....

The information that I think is not relevant is point ..... because .....

- 2 Find the **one** point of additional information that would **not** help answer the question above. Explain your choice.

- A Legitimacy, as a daughter of Anne Boleyn
- B England's financial weakness
- C The Auld Alliance
- D The Puritan challenge
- E The Peace of Troyes

Answer ..... would not help answer the question because .....

## Re-order the answer

- 1 A student has written a plan to answer this 5(c)(i) question. Decide which of their points support the statement below and which counter it. Mark each with an S (support) or a C (counter). One has been done for you.

- 5 (c)(i) 'Religious divisions were Elizabeth's main challenge when she became queen in 1558.'  
How far do you agree? Explain your answer. (16)

You may use the following in your answer:

- Catholic grievances
- Philip II

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

### Hint

- In deciding 'How far do you agree?' for question 5(c)(i) and (ii), you should consider points that support the statement and points that do not support, or counter, the statement. You then use this evidence to reach your overall judgement.

- ☒ One of Elizabeth's first acts as queen was the religious settlement of 1559, which tried to establish a form of religion that would be acceptable to both Protestants and Catholics. This shows how important it was to her to deal with religious differences.
- ☐ There were very significant financial problems in 1558: the Crown was £300,000 in debt and debasing the value of England's coinage had resulted in inflation.
- ☐ When Anne Boleyn was executed in 1536, Henry VIII had excluded Elizabeth from the succession. Although he reversed this decision before his death, many people continued to doubt Elizabeth's legitimacy.
- ☐ As well as Catholic grievances, Elizabeth also faced a Puritan challenge to her religious settlement.
- ☐ In 1566, the Pope instructed English Catholics that they were not to attend Church of England services.
- ☐ Mary, Queen of Scots, was a focus for Catholic plots against Elizabeth because she was a Catholic with a legitimate claim to the throne.

These questions are worth 16 marks, so I tried to leave plenty of time to tackle them properly.

## Complete the answer

- 1 Use the prompts below to complete the first two paragraphs of the student's answer.

- 5 (c)(i) 'Religious divisions were Elizabeth's main challenge when she became queen in 1558.'  
How far do you agree? Explain your answer. (16)

You may use the following in your answer:

- Catholic grievances
- Philip II

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

For questions like this, you don't just have to write about the issue in the question. It's asking you if religious divisions were **most** important, so you need to discuss the other challenges Elizabeth faced as well and then explain which was most significant.

Catholic challenges to her rule were major problems for Elizabeth, both from Catholics in England and from European Catholic nations such as France and Spain. Catholics in England refused to acknowledge Elizabeth's right to rule England because

However, Catholic grievances and Puritan opposition were not the only challenges facing

Elizabeth when she became queen. There were very significant financial problems: the Crown was £300,000 in debt and debasing the value of England's coinage had resulted in inflation.

The financial position was a challenge for Elizabeth because



## Find the answer

- 1 Use the hints below to find the answer that is the focus of the following question.  
Choose A, B, C or D. Explain your choice.

- 5 (c)(i) 'Religious divisions were Elizabeth's main challenge when she became queen in 1558.'  
How far do you agree? Explain your answer. (16)

## Hints

Questions for Paper 2 test your knowledge of the period and your ability to interpret this information using 'second order concepts', such as:

- Causation – what were the reasons or causes?
- Consequence – what happened as a result?
- Significance – what was most important?
- Continuity and change – what changed, and what continued as before?
- Similarity and difference – what was the same, and what was different?

A Causation

C Significance

B Consequence

D Continuity and change

This question focuses on concept ..... because .....

- 2 Use the hints above to find the answer that is the focus of the following question.  
Choose A, B, C or D. Explain your choice.

- 5 (c)(i) 'Mary, Queen of Scots' involvement in the Babington plot was the main reason for her execution in 1587.'  
How far do you agree? Explain your answer. (16)

A Causation

C Significance

B Consequence

D Continuity and change

This question focuses on concept ..... because .....

## Complete the question

- 1 Fill in the missing prompts to complete the questions. One has been done for you.

Question 5(c) always has two options to choose from, so you can pick the one you can answer best.  
Each question has two prompts to help you out, but don't forget to use what you've learned in class as well.

- 5 (c)(ii) 'Rural enclosure was the main reason for the increase in poverty during 1558–88.'  
How far do you agree? Explain your answer. (16)

You may use the following in your answer:

- bad harvests

• .....

You must also use information of your own.

- 5 (c)(ii) 'Lack of planning was the main reason for the failure of Virginia.'  
How far do you agree? Explain your answer. (16)

You may use the following in your answer:

• .....

• .....

You must also use information of your own.

- 2 Add appropriate statements to complete the questions. Make sure your statements are relevant to the prompts.

- 5 (c)(ii) .....  
.....  
How far do you agree? Explain your answer. (16)

You may use the following in your answer:

- the raid on Cadiz
- commercial rivalry

You must also use information of your own.

- 5 (c)(ii) .....  
.....  
How far do you agree? Explain your answer. (16)

You may use the following in your answer:

- the excommunication of 1570
- recusants

You must also use information of your own.

## Re-order the answer

1. A student has written a plan to answer this 5(c) question. Decide which of their points support the statement below and which counter it. Mark each with an S (support) or a C (counter). One has been done for you.

- 5 (c)(ii) 'Mary, Queen of Scots' involvement in the Babington plot was the main reason for her execution in 1587.'  
How far do you agree? Explain your answer. (16)

You may use the following in your answer:

- the threat from Spain
- Elizabeth's excommunication (1570)

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

### Hint

- In deciding 'How far do you agree?' for question 5(c)(i) and (ii), you should consider points that support the statement and points that do not support, or counter, the statement. You then use this evidence to reach your overall judgement.

- ☒ S Mary was sentenced to death because Babington's letters, intercepted by Walsingham, gave clear evidence that she was involved in the plot and supported it.
- ☐ Previous plots involving Mary had also been uncovered by Walsingham without them leading to Mary's execution, e.g. the Throckmorton plot of 1583.
- ☐ There had been strong demands from parliament for Mary to be executed before (e.g. in 1572 after the Ridolfi plot), but Elizabeth had been too worried about Catholic unrest to execute her. The Babington plot forced her to overcome these concerns.
- ☐ Previous plots had shown just how major a threat Mary posed to Elizabeth. However, what made the situation so serious in 1587 was that England was virtually at war with Spain (since 1585) and Philip II had supported the plot.
- ☐ In 1570 the Pope excommunicated Elizabeth in order to encourage Catholics to oppose her reign. Because of this there were many plots against Elizabeth, including the Babington plot.
- ☐ After the Babington plot, persecution of Catholics in England intensified, which showed that Elizabeth's government was no longer worried about upsetting Catholics. This was a factor in executing Mary. However, this persecution had begun after the Ridolfi plot of 1571 and intensified after the Throckmorton plot of 1583.

## Improve the answer

1. Write an improved answer to the question below. Use the hints to make sure your answer achieves the highest possible mark.

- 5 (c)(ii) 'Mary, Queen of Scots' involvement in the Babington plot was the main reason for her execution in 1587.'  
How far do you agree? Explain your answer. (16)

You may use the following in your answer:

- the threat from Spain
- Elizabeth's excommunication (1570)

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

I found these question prompts really useful. They helped me frame my response and gave me clues about what needed to be in my answer.

### Had a go

The Babington plot was the main reason why Elizabeth decided to have Mary, Queen of Scots, executed, because there was evidence that showed she had encouraged it. The plot was discovered by Sir Francis Walsingham, who found letters from Babington that showed Mary's involvement. The letters also listed other Catholics who wanted Mary to replace Elizabeth, so that England had a Catholic queen and not a Protestant one. Other less important reasons why Mary was executed were the threat from Spain and Elizabeth's excommunication (1570).

### Hints

- This answer contains some good knowledge, but it needs to analyse the information to explain its importance.
- The answer mentions other points that could be used as evidence to support the statement or argue against it, but the student needs to develop these points.

# Mark the answer

- 1 This simplified mark scheme for Question 5(c) has some information missing. Complete it by putting the information below into the correct gaps. One has been done for you.

Accurate and relevant information is included that shows good understanding of the topic.

There is explanation of why reasons were important, very clear to read and linking to the question all the way through.

There is an overall judgement with some justification, but the justifications aren't always very good.

There is an overall judgement that is fully justified in a convincing way.

There is explanation of why reasons were important, but the explanation doesn't really link to the question.

The answer doesn't make any judgement at all.

Some accurate and relevant information is included.

~~The answer is very simple and not at all developed.~~

The more you get to know what examiners are looking for, the better your answers will become.

Level	Mark	Descriptor
4	13-16	<ul style="list-style-type: none"> <li>• AO2: .....</li> <li>• AO1: Accurate and relevant information is included that shows a really good understanding of lots of different features of the topic.</li> <li>• AO1: .....</li> </ul>
3	9-12	<ul style="list-style-type: none"> <li>• AO2: There is explanation of why reasons were important, which generally links to the question, but not always very clearly.</li> <li>• AO1: .....</li> <li>• AO1: .....</li> </ul>
2	5-8	<ul style="list-style-type: none"> <li>• AO2: .....</li> <li>• AO1: .....</li> <li>• AO1: There is a judgement about the most important reason for the execution, but the answer just says it without backing it up.</li> </ul>
		<ul style="list-style-type: none"> <li>• AO2: The answer is very simple and not at all developed.</li> </ul>