

NAME:



GCSE History

Exam Questions – Elizabeth I

This booklet contains lots of exam questions for you to practise before your exams.

After you have revised a topic, you need to answer some of the questions in this booklet. You can identify the relevant ones as they have been split up by the Key Questions (KQ) on the specification and in the revision guides. You need to make sure you answer the questions in timed conditions (remember 1 mark per minute). You can then check your answers against your notes to see if you got them right.

After you have marked some of the questions yourself, you can give them to your teacher to mark. This will help you to see which questions you are better at and which need more practise.

It is really important that you complete the essay questions as many times as possible as these are worth the most marks on the exam paper.

This approach will help you achieve the best grades possible in the exam. Good luck!



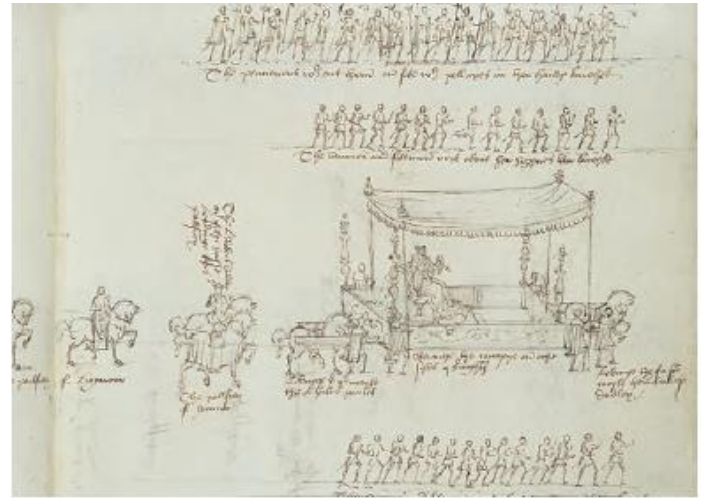
Question 1 – What can be learnt from Sources A and B about ... (4 marks)

You need to identify what you can see in the source. Then develop this sentence by identifying what it shows. (E.G. *Source A shows lots of people this shows it is popular*). Try and include 2 points from each source. You need to do this in 4 minutes maximum.

KQ1



Source A – A portrait of Elizabeth painted in 1559 showing her dressed in her coronation robes, patterned with Tudor roses.



Source B – A contemporary drawing showing Elizabeth's coronation procession in 1559.

1. What can be learnt from Sources A and B about Elizabeth I's coronation?



Source A - A painting from 1601, showing one of Elizabeth's progresses.

"The Queen visited my house in Mitcham [Surrey] and supped and lodged there, and dined the next day. I presented her with a gown of cloth of silver, richly embroidered; a black mantle [cloak] with pure gold; a hat of taffeta [a fabric like silk], white with several flowers; a jewel of gold set with rubies and diamonds. Her majesty left my house after dinner with exceeding good contentment. This entertainment cost £700".

Source B - An extract from the diary of Sir Julius Caesar. Elizabeth stayed at his house for one night in 1590

2. What can be learnt from Sources A and B about the Royal Progresses?

Source A - The Lord Keeper's reply to a petition from Parliament for freedom of speech, 1593

For freedom of speech her Majesty commands me to say that no man should be afraid to say yes or no to bills. But he is not there to speak of all things that come into his mind or to suggest new religions and governments. She said that no monarch fit to rule would allow anything so stupid.



Source B - A contemporary print showing Queen Elizabeth sitting in the House of Lords, with MPs from the House of Commons also present

- What can be learnt from Sources A and B about the role of Parliament in Elizabethan England?

KQ2

Source A – Hardwick Hall in Derbyshire built in the 1590s by Bess Hardwick



Source B – William Harrison comments on the diet of the Lower Classes in his book published in 1577

“Poore neighbours are inforced to content themselves with rie [rye] or barleie [barley], yea and in times of dearth, with bread made of beans or oates [oats].

- What can be learnt from Sources A and B about the lifestyle of the rich and poor?



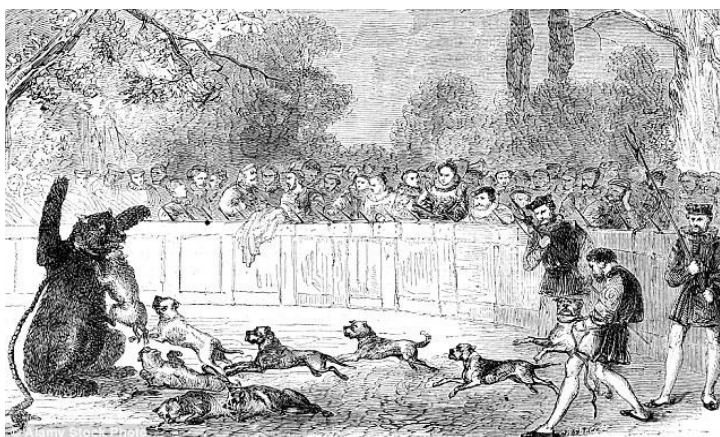
Source A – A woodcut from 1577 which shows a vagabond being whipped through the streets. On the left is a vagabond being hanged, the final penalty for begging

Source B – An account of the workings of the 1572 Vagabonds Act, given by William Harrison in his book, 'A Description of England' (1577)

A rogue being apprehended, committed to prison, and tried in the next assises [court session]...if he happen to be convicted for a vagabond...he is then immediately adjudged to be grievously whipped and burned through the gristle of the right ear, with a hot iron of the compass of an inch about.

5. What can be learnt from Sources A and B about the punishment of vagabonds?

KQ3



Source A – A woodcut showing bear-baiting in action

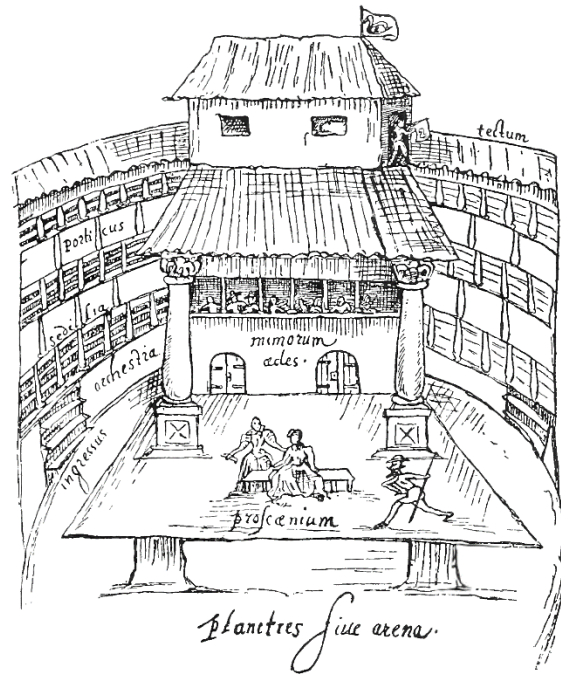
Source B – In 1598, Paul Hentzner, a German visiting England, reported seeing a blinded bear being attacked by a group of 6 men for popular entertainment

The bear cannot escape from them because of the chain; he defends himself with all his force and skill, throwing down all who come within his reach...and tearing the whips out of their hands and breaking them

6. What can be learnt from Sources A and B about cruel sports during Elizabethan times?

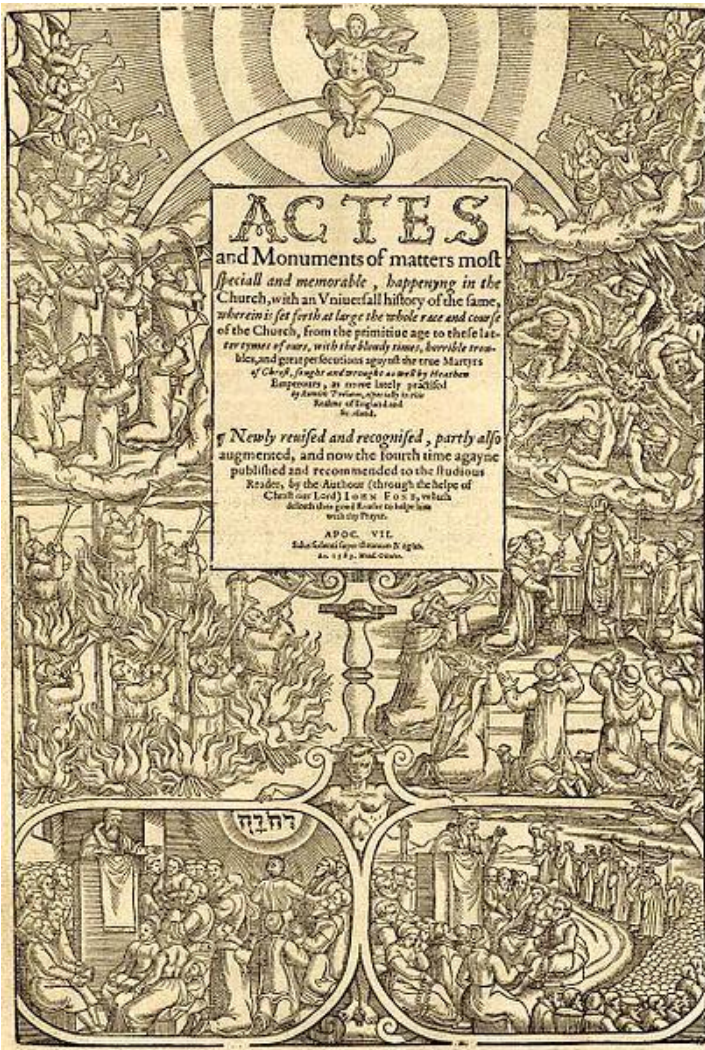
Source A - A Swiss visitor describes a visit to a London theatre

"After lunch I and my party crossed the water, and there in the thatched roof, witnessed an excellent performance of the tragedy of the first Emperor Julius Caesar."



Source B – A drawing of the Swan Theatre in London, 1596

7. What can be learnt from Sources A and B about theatre in Elizabethan times?



Source A – The front cover of Foxes Book of Martyrs, published in 1563. Foxe was a Protestant who wanted to show how bad things had been under Mary I. One of the boxes shows Protestants being burned

Source B – An extract from the Act of Uniformity, 1559

All and every persons inhabiting within this realm...shall diligently and faithfully, having no lawful or reasonable excuse to be absent, endeavour themselves to resort to their parish church or chapel accustomed...upon every Sunday and other [religious days]...upon pain that every person so offending shall forfeit for every such offence twelve pence to be [collected] by the church wardens of the parish

8. What can be learnt from Sources A and B about Elizabeth's Religious Settlement?

Source A – An extract from the Papal Bull issued by Pope Pius V in February 1570

Elizabeth ... the pretend Queen of England, ... having seized the kingdom, and monstrously usurped the place of Supreme Head of the Church in all England, and the chief authority and jurisdiction thereof, hath again reduced the said Kingdom into a miserable and ruinous condition, which was so lately reclaimed to the Catholic faith and a thriving condition [during the reign of Mary I] ...declare the aforesaid Elizabeth, as being an heretic and favourer of heretics. ...to have incurred the sentence of excommunication and to be cut off from the unity of the body of Christ. And moreover we do declare her to be deprived of her pretend title to the Kingdom aforesaid ... and we do command and charge all and every noblemen, subjects, people and others aforesaid, that they presume not to obey her, or her orders, mandates or laws.



Source B - A contemporary drawing showing Pope Pius V issuing a bull of excommunication against Queen Elizabeth

9. What can be learnt from Sources A and B about the excommunication of Elizabeth I?

Source A - Extract from a letter written by Babington to Mary, Queen of Scots, on 28 June 1585

Myself with ten gentlemen and a hundred of our followers will undertake the delivery of your royal person from the hands of your enemies. For the dispatch of the usurper, from the obedience of whom we are by the excommunication of her made free, there by six noble gentlemen, all my private friends, who for the zeal they bear to the Catholic cause and your Majesty's service will undertake that tragical execution.

Source B - Extract from a letter sent by Mary, Queen of Scots, to Babington on 17 July 1586

Everything being prepared, and the forces as well within as without ... then you must set the six gentlemen to work and give order that, their design accomplished, I may be in some way got away from there and that all your forces shall be simultaneously in the field to receive me while we await foreign assistance ... Now as no certain day can be appointed for the performance of the said gentlemen's enterprise, I desire them to have always near them ... four brave men well horsed to advertise speedily the success of their design, as soon as it is done, to those appointed to get me away from hence ...

10. What can be learnt from Sources A and B about the Babington Plot?

Source A - A contemporary account of Mary's execution sent to Lord Burghley in February 1587

Groping for the block, she laid down her head, putting her chin over the block with both her hands, which, holding there still, would have been cut off had they not been seen. Then she, lying very still upon the block, one of the executioners holding her slightly with one of his hands, she endured two strokes of the other executioner with an axe, she making a very small noise or none at all, and not stirring any part of her from where she lay. And so the executioner cut off her head, save for one little gristle. Once cut asunder, he held up her head to the view of all the assembly and said, 'God Save The Queen'. Her lips stirred up and down a quarter of an hour after her head was cut off. Then one of the executioners, pulling off her garters, espied her little dog which had crept under her clothes. It could not be gotten away from her except by force, but afterwards came back to lay between her head and her shoulders, until it was carried away and washed.



Source B - An anonymous painting of the execution of Mary, Queen of Scots, in February 1587, drawn by an eyewitness

11. What can be learnt from Sources A and B about the execution of Mary Queen of Scots in 1587?

Source A – An account describing English tactics including the use of fireships, written by Petruccioi Ubaldanu, an Italian living in England in 1588

The English with their excellent ships did not fight as expected but kept their distance and fired at the hulls and sails of their enemy. The English set eight ships on fire amongst the Spanish fleet. Their enemy were woken up and had to cut their cables to get away from their anchors.



Source B – A 16th century painting by a Dutch artist showing the fireships attacking the Spanish Armada in Calais Harbour

12. What can be learnt from Sources A and B about the Spanish Armada?

Source A - An account of action in the Battle of Gravelines fought on 8 August 1588, given by a Spanish captain

The enemy opened heavy cannon fire on our flagship at seven o'clock in the morning, which carried on for nine hours. So tremendous was the fire that over 200 balls struck the sails and hull of the flagship on the starboard side, killing and wounding many men, disabling and dismounting guns and destroying much rigging. The holes made in the hull ... caused such a great leak that two divers had as much as they could do to stop them with tar and lead plates, working all day. The galleon San Felipe of Portugal was surrounded by seventeen of the enemy's ships, which directed heavy fire on both sides and on her stern. The enemy approached so close that muskets and pistols on the galleon were brought into action, killing many enemy men on the enemy ships. The enemy did not dare, however, to come to close quarters, but kept up a hot cannon fire from a distance, smashing the rudder, breaking the foremast and killing over two hundred men in the galleon.



Source B – A scene showing the Battle of Gravelines, drawn by Nicholas Hilliard in 1588

13. What can be learnt from Sources A and B about the battle of Gravelines in August 1588?

Sources A - An extract from a report on the Armada's defeat, written in September 1588, by Francisco de Bobadilla, the general in charge of the Armada's soldiers

We found that many of the enemy's ships held great advantages over us in combat, both in the design, and in their guns, gunners and crews who could do with us as they wished. But in spite of this the Duke of Medina Sidonia managed to bring his fleet to anchor in Calais just several leagues from Dunkirk. If on the day that we arrived there, Parma had come out with his troops we should have carried out the invasion.



Source B - This medal was issued on the orders of Elizabeth in 1588 to commemorate victory against the Armada. The inscription reads 'God blew with His wind, and they were scattered.'

14. What can be learnt from Sources A and B about the reasons why the Armada failed?

Source A - A reference to the Puritan practice of studying the scriptures made by a contemporary, William Western in his book *The Autobiography of an Elizabethan* (c. 1580)

From the very beginning a great number of Puritans lived here ... Each of them had his own Bible, turning the pages and discussing the passages among themselves ... they would start arguing about the meaning of passages from the scriptures – men, women, boys, girls, rustics [simple country folk], labourers and idiots – and more often than not, it was said, it ended in violence.

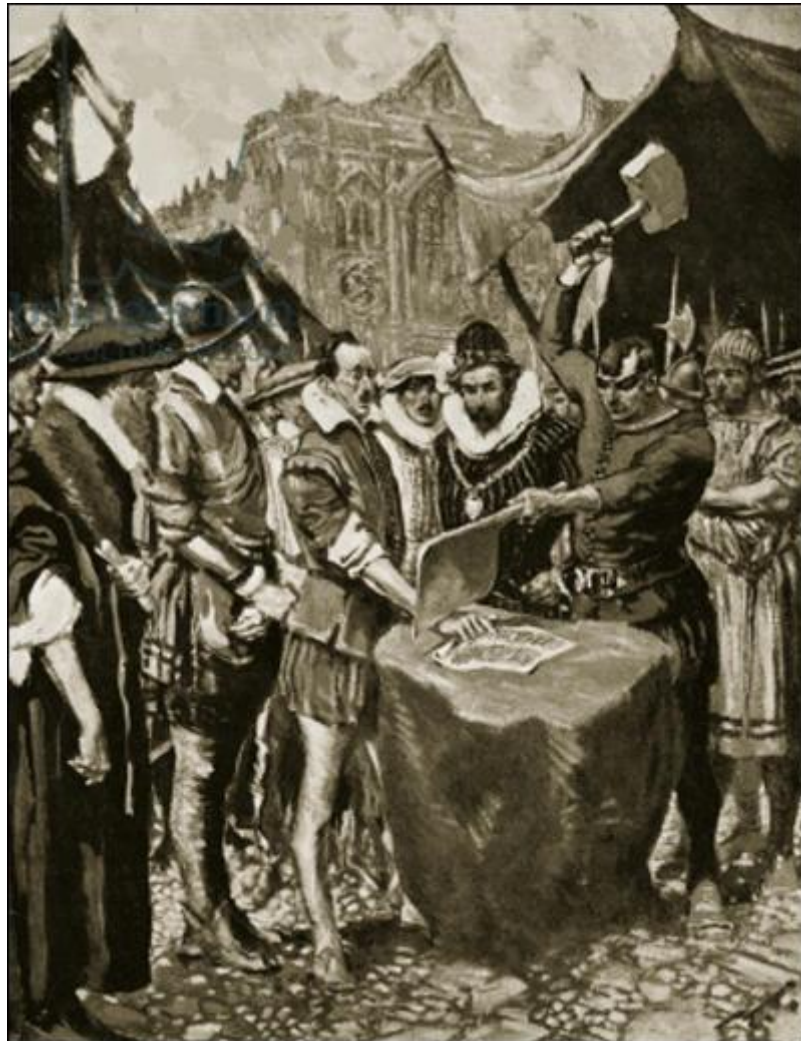


Source B – A contemporary woodcut showing a Puritan family at home. Their clothes are plain black and white garments

15. What can be learnt from Sources A and B about the lifestyle of Puritans?

Source A - Elizabeth's instructions to her bishops banning prophesyings, 1577

In sundry [various] parts of our realm there are no small number of persons which, contrary to our laws established for the public divine service of Almighty God ... do put into execution ... unlawful assemblies of our people out of their ordinary parishes ... which manner of invasions [meetings] they in some places call prophesying and in some other places exercises. ... We will charge you that the same forthwith cease. But if any shall attempt, or continue, or renew the same, we will you to commit them unto prison as maintainers of disorders.



Source B - A drawing of 1579 showing John Stubbs, a Puritan, have his right hand chopped off as a punishment for criticising Elizabeth's marriage talks

16. What can be learnt from Sources A and B about the Puritan threat?

Question 2 – To what extent does the source accurately reflect...? (8 marks)

You need to consider the content of the source – does it support your knowledge? You then need to consider who wrote the source and why, do they have a reason to exaggerate or change the information? You must have a conclusion – is the source mainly or partly accurate?

KQ1

Source C - The Lord Keeper's reply to a petition from Parliament for freedom of speech, 1593

For freedom of speech her Majesty commands me to say that no man should be afraid to say yes or no to bills. But he is not there to speak of all things that come into his mind or to suggest new religions and governments. She said that no monarch fit to rule would allow anything so stupid.

1. To what extent does Source C accurately reflect the view that MPs did not have total freedom of speech?

KQ2

Source C - In 1593 the satirist Thomas Nash wrote an amusing comment about how society was ordered

In London the rich look down on the poor. The Courtier the townsman. The townsman the countryman. The merchant the retailer. The shopkeeper the craftsman. The better sort of craftsman the poorer. The shoemaker the cobbler. The cobbler the cartman.

2. To what extent does Source C accurately reflect the social structure of Elizabethan society?

Source C - In his Book of Nurture, or School of Good Manners (1577), the Tudor gentleman Hugh Rhodes offered advice to parents and teachers

There are few things more necessary than to teach and govern children in learning and good manners, for it is a high service to God ... [Parents should] cause their children and servants to use fair and gentle speech, with reverence and courtesy to their Elders and Betters [and tell them off] for idle talk and stammering, also clumsy gestures in going or standing ... Keep them from reading fables, fantasies and songs of love which cause much mischief.

3. To what extent does Source C accurately reflect the importance of education in the lives of Elizabethan gentry families?

Source C - Concern over rising crime rates caused Edward Hext, a justice of the peace in Somerset, to write to Lord Burghley on 25 September 1596

And this year there assembled 80 rogues ... and took a whole load of cheese from one countryman and ... shared it out amongst themselves ... They say that the rich men have got it all in their own hands and will starve the poor ... I say that the large numbers of idle, wandering people and robbers of the land are the chief cause of the food shortage, for they do not work but lie idly in ale-houses day and night eating and drinking excessively ... And when they are put in jail, the poor country people they have robbed are forced to feed them.

4. To what extent does Source C accurately reflect the problems caused by an increase in the number of wandering beggars?

Source C - A section from the Vagabonds Act of 1572

Where all the parts of the realm of England and Wales be presently exceedingly pestered with rogues, vagabonds and sturdy beggars, by means whereof daily happeneth horrible murders, thefts and other outrages, be it enacted that all persons above the age of fourteen years, being rogues, vagabonds or sturdy beggars ... shall be grievously whipped and burnt through the gristle of the right ear with a hot iron. And forasmuch as charity would that poor aged and impotent persons should necessarily be provided for [and] have habitations and abiding places to the end that they nor any of them should hereafter beg or wander about; it is therefore enacted that the Justice of the Peace shall make a register book of the names and surnames of all aged poor, impotent and decayed persons ... and shall tax all and every the inhabitants to such weekly charge as they and every of them shall weekly contribute towards the relief of the said poor people.

5. To what extent does Source C accurately reflect the seriousness of the problems caused by increased vagrancy?

Source C - A description of the game of football written by a Tudor clergyman, the Archdeacon Philip Stubbs, in his book *The Anatomy of Abuses* (1585)

Football is more a fight than a game ... Sometimes their necks are broken, sometimes their backs, sometimes their legs. ... Football encourages envy and hatred ... sometimes fighting, murder and a great loss of blood.

6. To what extent does Source C accurately reflect attitudes towards rough sports during this period?

Source C - Part of a petition sent by the inhabitants of Blackfriars in London to the Privy Council in 1596, in which they voice their opposition to the proposed building of a theatre in their area of London

A general inconvenience to all the inhabitants ... by reason of the great gathering together ... of all manner of vagrant and lewde persons that ... will come thither and worke all manner of mischeefe.

7. To what extent does Source C accurately reflect the problems caused by the theatre?

Source C - An extract from a sermon preached by Thomas White, a Puritan minister, outside St Pauls Cathedral in 1578

Look upon the common plays in London, and see the multitude that flocketh to them. Look at the expensive theatre houses, a monument to London's extravagance and foolishness. I understand that they are now forbidden because of the plague. I like this well, for a disease is only patched up if the cause is not cured. The cause of plagues is sin and the cause of sins is plays – therefore the cause of plagues are plays.

8. To what extent does Source C accurately reflect the criticism of the new theatres during Elizabethan times?

KQ4

Source C - From the speech at opening of Parliament in January 1559 by Sir Nicholas Bacon, the Lord Keep of the Privy Seal and Elizabeth's spokesman at Parliament

"I have called you together... to unite the people of this realm into a uniform order of religion"

9. To what extent does Source C accurately reflect the purpose of the Religious Settlement?

KQ5

Source C - Letter written by Sir William Cecil to Elizabeth on 16 October 1569

The Queen of the Scots is and shall always be a dangerous person to your estate. Yet there are degrees of danger. If she is kept a prisoner ... it will be less, if at liberty, greater.

10. To what extent does Source C accurately reflect the seriousness of the threat posed by Mary Queen of Scots?

Source C - Extract from Parliament's charges against Mary, Queen of Scots, made in May 1572

- She has wickedly challenged the Crown of England.
- She has sought to withdraw the Duke of Norfolk from his natural obedience, against the Queen's express prohibition.
- She has stirred the Earls of Northumberland and Westmoreland to rebel.
- She has practised [tried] to procure [get] new rebellion to be raised within this realm.

We, your true and obedient subjects, do most humbly beseech your Majesty to punish and correct all the treasons and wicked attempts of the said Mary.

11. To what extent does Source C accurately reflect the seriousness of the threat posed by Mary queen of Scots in 1572?

Source C - A report sent to Sir Francis Walsingham in February 1585 from one of his secret agents

I have revealed the miserable and perfidious design of the enemies of the state, who desire nothing but its total ruin, and to raise and stir up the people of England against their princess by a civil war. This they do by means of evil rumours and defamatory books, popish and contrary to religion, which are transported into England from France at the instance of those who are in flight from their country, and also of the Spanish ambassador and of others who favour them: such as Mass-books, other defamatory books written by Jesuits, book of hours and other books serving their purpose.

12. To what extent does Source C accurately reflect the threat posed by Catholic priests during the 1580s?

KQ6

Source C - In his book, *Annales* (1615), the chronicler William Camden spoke about the backlash against English Catholics after 1588

In this difficult time, some beat it many times into the Queen's head, that the Spaniards were not to be as much feared as the Catholics in England. For safety, they advised the heads of the chief Catholics should be chopped off on a false charge. The Queen thought this cruel advice and did no more than imprison some.

13. To what extent does Source C accurately reflect the seriousness of the Spanish threat to England in 1588?

Source C - An extract from a report on the Armada's defeat, written in September 1588, by Francisco de Bobadilla, the general in charge of the Armada's soldiers

We found that many of the enemy's ships held great advantages over us in combat, both in the design, and in their guns, gunners and crews who could do with us as they wished. But in spite of this the Duke of Medina Sidonia managed to bring his fleet to anchor in Calais just several leagues from Dunkirk. If on the day that we arrived there, Parma had come out with his troops we should have carried out the invasion.

14. To what extent does Source C accurately reflect the reasons the Spanish were defeated by the English?

Source C - Extract from a letter written by Archbishop Grindal to Queen Elizabeth in 1576

I and others of your Bishops have found by experience that these profits come from these exercises [Prophesyings]:

1. The ministers of the Church are more skilful and ready in the Scriptures, and apter to teach their flocks
2. It withdraweth their flocks from idleness, wandering, gaming etc.
3. Some suspected of doctrinal error are brought to open confession of the truth
4. Ignorant ministers are driven to study, if not for conscience then for shame and fear of discipline
5. The opinion of laymen about the idleness of the clergy is removed
6. Nothing beateth down Popery [Roman Catholicism] more than that ministers grow to such a good knowledge by means of these exercises.

* Grindal, was sympathetic to Puritan ideas and he concluded that prophesyings were not dangerous. He therefore refused to follow the queen's instructions. Elizabeth reacted by confining him to his house at Lambeth Palace, suspending him from his duties and preventing him from functioning as leader of the Church.

15. To what extent does Source C accurately reflect the seriousness of the Puritan threat?

Source C - Elizabeth's instructions to her bishops banning prophesyings, 1577

In sundry [various] parts of our realm there are no small number of persons which, contrary to our laws established for the public divine service of Almighty God ... do put into execution ... unlawful assemblies of our people out of their ordinary parishes ... which manner of invasions [meetings] they in some places call prophesying and in some other places exercises. ... We will charge you that the same forthwith cease. But if any shall attempt, or continue, or renew the same, we will you to commit them unto prison as maintainers of disorders.

16. To what extent does Source C accurately reflect the seriousness of the Puritan threat?

Question 3 – Why was significant? (12 marks)

You need to explain why the event/ issue/ person in the question is significant (important). You need 3-4 reasons that must be fully explained. Consider what happened and what changed. You don't need to explain why it's not significant!

KQ1

1. Why was William Cecil, Lord Burghley, significant during the reign of Elizabeth?

KQ2

2. Why were changes in farming methods a significant cause of the increase of poverty during Elizabethan times?
3. Why was poverty seen as a significant threat to law and order during the reign of Elizabeth I?
4. Why was vagrancy seen as a significant threat to law and order during the reign of Elizabeth?

KQ3

5. Why were playwrights significant in the development of the theatre during Elizabethan times?

KQ4

6. Why was the settlement of the religious question a significant threat to Elizabeth?

KQ5

7. Why was Mary Queen of Scots significant in the Catholic threat to Elizabeth?

KQ6

8. Why was Francis Drake significant in the deterioration of relations between Spain and England during this period?
9. Why was the attack on Cadiz a significant event in weakening Philip's plans for the invasion of England?
10. Why was the weather a significant factor in explaining the reasons for the defeat of the Armada?

KQ7

11. Why was the separatist movement significant in the Puritan threat to Elizabeth?
12. Why were the prophesyings significant in the Puritan threat to Elizabeth?

Question 4 – Explain the connection between TWO of the following ... (10 marks)

You need to select just two of the four items listed items, and explain how they are connected. This means you need to link them, not just describe them. Try and aim for 2-3 reasons.

KQ1

1. Explain the connections between TWO of the following that are to do with Elizabeth's popularity
 - a. Royal portraits
 - b. Royal progresses
 - c. Her character
 - d. Her appearance
2. Explain the connections between TWO of the following that are to do with local government during Elizabethan times
 - a. Lord lieutenant
 - b. Justices of the peace
 - c. Parish constable
 - d. Overseer of the poor
3. Explain the connections between TWO of the following that are to do with local government during Elizabethan times
 - a. Privy Council
 - b. Parliament
 - c. Taxation
 - d. Freedom of Speech

KQ2

4. Explain the connections between TWO of the following that are to do with the lifestyle of the rich
 - a. New building styles
 - b. Landscaped gardens
 - c. Fashion
 - d. Education
5. Explain the connections between TWO of the following that are to do with the reasons for the increase in poverty during the late sixteenth century:
 - a. changes in farming methods
 - b. bad harvests
 - c. rural depopulation
 - d. rising population.

KQ3

6. Explain the connection between TWO of the following that are to do with popular entertainment during Elizabethan times:
- a. Theatres
 - b. Bear- and bull- baiting pits
 - c. Cockfighting
 - d. Large crowds

KQ4

7. Explain the connection between TWO of the following that are to do with the Religious Settlement:
- a. Act of Supremacy
 - b. Act of Uniformity
 - c. Royal Injunctions
 - d. The Visitations

KQ5

8. Explain the connections between TWO of the following that are to do with Catholic threats
- a. Mary, Queen of Scots
 - b. The Ridolfi Plot
 - c. The Throckmorton Plot
 - d. Bull of excommunication
9. Explain the connections between TWO of the following that are to do with the Catholic threat.
- a. The excommunication in 1570
 - b. Recusancy
 - c. The rebellion of the Northern Earls
 - d. Mary Queen of Scots

KQ6

10. Explain the connections between TWO of the following that are to do with the Spanish Armada:
- a. Philip II
 - b. Duke of Medina Sidonia
 - c. The Netherlands
 - d. Calais

KQ7

11. Explain the connection between TWO of the following that are to do with the demands for changes to the Religious Settlement made by MPs:
- a. Walter Strickland
 - b. Peter Wentworth
 - c. Anthony Cope
 - d. Sir Christopher Hatton

Question 5 – To what extent do you agree with the interpretation? (16 + 3 marks)

This question requires you to evaluate the issue. You need to explain why you agree with the interpretation, by explaining what you know about the topic. You then need to evaluate the author – do you trust them? Why do they have the view they do? Consider the type of publication and the title – have they done lots of research? You then need to disagree with the interpretation and explain why you disagree – remember to show your knowledge. Finally have a conclusion – do you mainly or partly agree with the interpretation? Why? (You might find it best to start with this question as it is worth the most marks on the paper).

KQ1

Elizabeth can be credited with maintain a politically stable central government by creating a Court where she exercised control by awarding offices and favours. In this way she could control rival factions

[An evaluation of Elizabeth's control over the Royal Court made by the writer Barbara Mervyn who was commissioned to write the book the Reign of Elizabeth: England 1558-1603, published in 2001]

1. How far do you agree with this interpretation that Elizabeth maintained control over her ministers through awarding offices and favours?

He [William Cecil] was everywhere and everything in Elizabethan government. He controlled the machinery of power. He ran the royal secretariat and chaired meetings of the Privy Council. He advised the queen daily and read every piece of paper that was sent to her. With ready access to Elizabeth in her private rooms and a mastery of the government machine, he saw and heard all that went on in court.

[Stephen Alford, a university lecturer and Tudor specialist, writing in his biography of Cecil called: Burghley William Cecil at the Court of Elizabeth I, published in 2008]

2. How far do you agree with this interpretation that William Cecil occupied a very powerful position in Elizabethan government?

Its main functions were to advise the Queen, to administer the realm and to implement decisions taken by the Queen and Council. Since its leading Councillors headed departments of state, and were responsible for the royal finances, courts of law and national security, it is not surprising that they exercised considerable influence. ... However, the Council was neither a unified nor an unchanging body. Although there was much continuity among some key office holders, factional rivalry may have lessened its importance.

[A view of the role of the Privy Council given by the historian John Warren in his book Elizabeth I: Meeting the Challenge: England 1541–1603, published in 2001]

3. How far would you agree with this interpretation that factional rivalry within the Privy Council may have lessened its importance?

KQ2

The real problem of the poor was twofold. There were those who could not work and those would not work and there is little evidence that those who wanted to work but could not find it ever made up a sizable proportion of the wandering poor.

[G.R. Elton, a leading historian who specialised in Tudor history, writing in his book *England under the Tudors*, published in 1974]

4. How far do you agree with this interpretation that the unemployed who were able to work but could not find suitable work made up little of the wandering poor?

Poverty was the result of many factors such as a rising population and a change from crop farming to sheep farming. These led to higher food prices and fewer jobs for farm labourers. The wealthy were guilty of holding back corn until it was scarce and fetched a higher price.

[Christopher Hill, a leading historian, writing about the poor in Elizabethan England in a book called *Reformation to Industrial Revolution: a social and economic history of Britain, 1530-1780*, designed for university students (1966)]

5. How far do you agree with the interpretation of the causes of poverty?

KQ3

The theatre burst into life during Elizabeth's reign. Shakespeare wrote at least 37 plays during her reign, many of them being the most famous plays ever written. The popularity of such plays helped to make Elizabeth's reign the "Golden Age" of English drama

[Andy Harmsworth writing in a GCSE history textbook *Elizabethan England*, published in 1999]

6. How far do you agree with this interpretation of the popularity of the theatre in Elizabethan times?

KQ4

Elizabeth did not want to be associated with Mary's legacy. The restoration of Roman Catholicism and the authority of the Pope were too closely associated in the minds of the English with the persecution of heretics, an unpopular Spanish consort and the loss of Calais. There was much to be gained from embarking on a new policy that would signal a break with the immediate past and enable Elizabeth to emerge as the architect of, and inspiration for, a new order.

[The view of the writer Barbara Mervyn who was commissioned to write a school history textbook, *The Reign of Elizabeth: England 1558 – 1603*, published in 2001]

7. How far do you agree with this interpretation of the aims of Elizabeth's Religious settlement of 1559?

The Settlement of 1559 has been described as a Via Media, that is a middle way, between Catholicism and Protestantism, but it clearly was far from establishing a Catholic Church. It was a Protestant Settlement, but not an extreme one and the 'wolves coming out of Geneva' against whom one of the Catholic bishops had warned Elizabeth, were dissatisfied with some of the content. They expected further revisions in a more Calvinist (Puritan) direction. But Elizabeth had made her Settlement with some difficulties and sacrifices and she had no intention of re-visiting or revising her decisions. It was some years before the radical Reformers came to understand that the lady was not for turning.

[The view of writers Nicholas Fellows and Mary Dicken who were commissioned to write a school history textbook called England 1485-1603, published in 2015]

8. How far do you agree with this interpretation of the Religious Settlement of 1559?

KQ5

Mary Stuart was a problem for Elizabeth because of her claim to the English throne and the fact that, as she was both half-French and Catholic, recognition of her claim might jeopardise England's future political independence and its official protestant religion. As her reign progressed, Elizabeth's failure to marry or name her successor encouraged Mary to try to win the recognition she saw as rightfully hers.

[The view of the writer Barbara Mervyn who was commissioned to write a school history textbook, the Reign of Elizabeth: England 1558 – 1603, published in 2001]

9. How far do you agree with the Interpretation that Mary, Queen of Scots, was a major threat to Protestant England?

On 8 February 1587, Mary Queen of Scots was executed at Fotheringhay Castle. During her nineteen years in England Mary had repeatedly committed high treason. She had been involved in practically every Catholic plot against Elizabeth. For this there is no doubt that she deserved to be executed.

[S. T. Bindoff, an historian, writing in his book, Tudor England (1961)]

10. How far do you agree with the interpretation that Mary Queen of Scots deserved to be executed?

In reality the danger from English Catholics was exaggerated. The vast majority of them were loyal to their Queen and country and simply hoped for better times when the Catholic Mary Stuart would succeed to the throne. In many instances the constant exposure to Protestantism caused many Catholics to turn away from their faith and only the most committed Catholic became recusants and refused to accept the Religious Settlement.

[Susan Doran, a university lecturer and specialist in Tudor history, writing in her book, Elizabeth I and religion published in 1994]

11. How far do you agree with this interpretation of the Catholic threat to Elizabeth?

KQ6

...the Spanish fleet was conquered for the first time. But not by the men, nor by the ships... It was defeated by the weather... Only against the hurricane and the gales did we lose

[L. Ortiz Munoz, a historian writing in his book, *The Glorious Spanish Empire* (1940)]

12. How far do you agree with this interpretation of why the Spanish Armada was defeated?

The Spanish ships were on the whole much slower and less manoeuvrable than the English. The Armada included many merchant ships to carry the necessary stores and equipment. Since the 1560s, John Hawkins had developed a new type of fighting galleon – faster; lower and more ‘weatherly’ [better able to withstand bad weather], than any in the Spanish fleet.

[An extract from *Tudor Britain*, by Roger Lockyer and Dan O’Sullivan, 1997]

13. How far do you agree with this interpretation of why the Spanish Armada was defeated?

KQ7

Separatists were not a threat in practice. They were too few in number, too addicted to bickering with each other and totally devoid of elite support. In addition, the Queen could and did employ savage penalties against them.

[A view of the threat posed by separatists made by the historian John Warren in his book *Elizabeth I: Meeting the Challenge, England 1541–1603*, published in 2008]

14. How far do you agree with the interpretation about the threat posed by the separatist movement?