

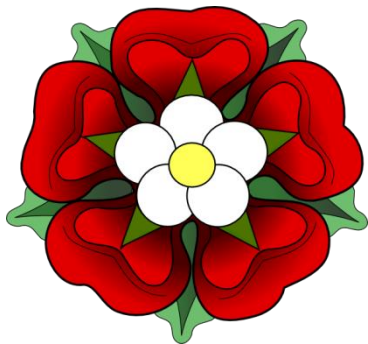
GCSE History

The Elizabethan Age

1558 – 1603

Component 1: British

Study in Depth



These are the types of questions in the Elizabethan Age exam.

5 questions

1 hour

1. What can be learnt from Sources A and B about ...? (4)
2. To what extent does this source accurately reflect...? (8)
3. Why was ...significant in the Catholic threat to Elizabeth? (12)
4. Explain the connections between TWO of the following that are to do with... (10)
5. How far do you agree with this interpretation of life for ... in Elizabethan times? (16)

This option focuses in depth on selected themes and issues relating to the history of England during the Elizabethan Age, from 1558 to 1603. Candidates will be required to consider the major influences on political and social life during the period as well as the issue of religious controversy. Candidates should develop an awareness of how aspects of life in this period have been represented and interpreted, and how they have generated wider historical debate. They should also address the key questions in each topic area using a range of historical sources. *The required content in italics shows which key features and characteristics of the period must be studied.*

Key questions	Required Content	Pages
<u>Elizabethan government</u> How successful was the government of Elizabeth I?	<i>The coronation and popularity of Elizabeth; Royal Court, Privy Council and councillors; local government; the role of Parliament; taxation and freedom of speech</i>	5 - 15
<u>Lifestyles of rich and poor</u> How did life differ for the rich and poor in Elizabethan times?	<i>Contrasting lifestyles of rich and poor; homes and fashion; causes of poverty; issue of unemployment and vagrancy; government legislation including the 1601 Poor Law</i>	16 -27
<u>Popular entertainment</u> What were the most popular types of entertainment in Elizabethan times?	<i>The importance of popular entertainment; cruel sports; entertainment enjoyed by the rich; the Elizabethan theatre; design, plays; attitudes towards the theatre</i>	28 -35
<u>The problem of religion</u> How successfully did Elizabeth deal with the problem of religion?	<i>Religious problems in 1559; aims of the Religious Settlement; the 'Middle Way', Acts of Supremacy and Uniformity; reactions to the Settlement</i>	36 -43
<u>The Catholic threat</u> Why were the Catholics such a serious threat to Elizabeth?	<i>Early toleration; excommunication in 1570; recusancy ; rebellion of Northern Earls; Catholic Plots – Ridolfi, Throckmorton, Babington; role of Mary, Queen of Scots</i>	44 -52
<u>The Spanish Armada</u> How much of a threat was the Spanish Armada?	<i>Reasons for the Armada; war in the Netherlands; course of the Armada – events in the Channel, Calais, 'fireships' and return to Spain; results of the Armada</i>	53 -61
<u>The Puritan threat</u> Why did the Puritans become an increasing threat during Elizabeth's reign?	<i>Puritanism; challenge to the Settlement; Puritan opposition in Parliament and Privy Council; measures taken to deal with the Puritan challenge</i>	62 -67

Henry VII



Elizabeth of York



Arthur

Henry

Edmund



Mary

Charles Duke of Suffolk



Margaret



James IV King of Scotland



Catherine of Aragon



Anne Boleyn



Jane Seymour



Ann of Cleves



Kathryn Howard



Kathryn Parr

Frances

Henry Duke of Suffolk



King James V



Mary of Guise

Lady Jane Grey



Mary Queen of Scots



Henry Stuart Lord Darnley



Mary I



Elizabeth



Edward



James V King of Scotland
James I King of England

Problems facing Elizabeth at the start of her reign.

- Elizabeth became **Queen** of England and Wales at the age of 25 in November **1558**
- Elizabeth faced the problem of **religion** as the country was **divided** between both **Protestant** and **Catholic**.
- Elizabeth had to deal with the **prejudiced ideas** of the **role** and **limitations of women** which **undermined her authority**.
- **Economic difficulties** included the decline of the cloth industry, inflation and unemployment, which in turn led to greater poverty and vagrancy. **Rich – Poor divide**.
- **Foreign** and **maritime** affairs. Threats from other countries. Increasing England's power and prosperity.

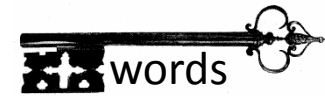
Key Qu- 1

How successful was the Government of Elizabeth I?

You need to know about:

- The Coronation and popularity of Elizabeth
- The Royal Court
- Privy Council and councillors
- Local Government
- The role of Parliament
- Taxation
- Freedom of speech

See pages 5 - 15



Key Word	Meaning
Constables	People who helped enforce the law
Coronation	The crowning of a monarch
Councillors	Members of the Privy Council who helped run the country
Gloriana	Strong, successful and popular queen
Monopolies	Royal licence giving sole right to sell/make goods
Parliament	Helped the Queen run the country by passing laws
Patronage	Using wealth and power to help people
Progresses	Royal tours
Propaganda	Material used to influence peoples' thinking
Succession	The issue of who would succeed Elizabeth as monarch

Coronation



The Coronation and Popularity of Elizabeth I

- Took place on 15th January **1559** in London.
- Processions – barge on Thames.
- Ceremony – Westminster Abbey.
- Banquet for nobles and foreign visitors.
- Celebrations lasted 10 days
- Cost approx. £16,000
- Encouraged the '**Gloriana**' myth – pure & powerful! A 'Glorious' woman leading the country.

Elizabeth tried to win popular support by...

Royal Progresses

Summer tour

Queen + advisers
officials
servants
guards



Stayed with nobles for free!

Never went to Wales, North or SW England.

Royal Portraits



The Armada Portrait
c.1588

This was only way to see the Queen!

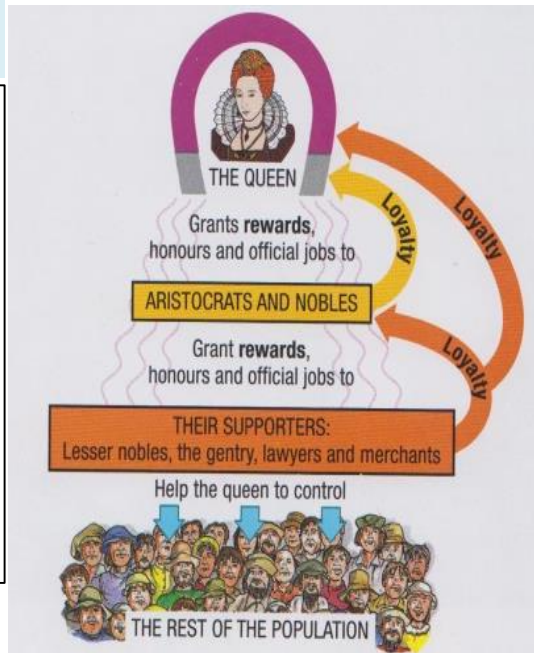
Shows her:-

- Legitimate ruler
- Pure
- Successful
- Wise
- Wealthy
- Strong
- Powerful
- Ageless

What was the role and main features of...

The Royal Court

- Centre of political power
- Whitehall Palace, London
- Advisers, officials, servants
- Nobles went to court to try to get her patronage. She would keep them loyal by granting important positions of power in government.
- Noble were rivals



Parliament

- A lot less powerful than today.
- Met when called by monarch.
- Elizabeth called Parliament to help pass Acts of Parliament and set taxes.
- Queen appointed speaker who chose topics for discussion.
- Monarch could close Parliament whenever.
- Not allowed to discuss personal affairs (marriage), religion or foreign policy. 1586 Anthony Cope tried to push changes to prayer book Elizabeth had him imprisoned
- Between 1558 and 1603 Parliament met 13 times - 9 dissolved; 4 prorogued.

Privy Council

Manage day to day government of the country

Advise the Queen

Function of the Privy Council

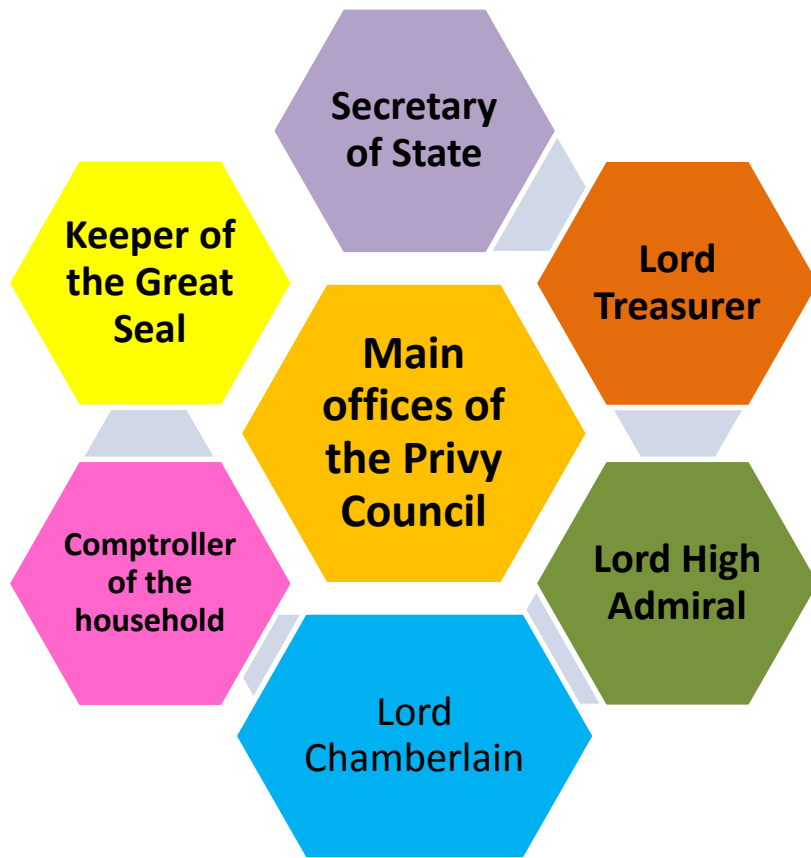
Consider petitions for individuals



Local Government

- **Justices of the Peace.** Often landowners. Approx. 40 in each county. Like a 'Police force'
- Part time & unpaid.
- Punish robbers, thieves and idle vagabonds,
- Deal with complaints, violence and unlawful behaviour.
- Implement laws set by Parliament
- Each county had a **Sheriff**
- Helped by **Constables** and **Night-Watchmen.**





Sir William Cecil, Lord Burghley (1520 -98)
Appointed: 1558. Served Elizabeth for over 40 years as Secretary of State and later Lord Treasurer.



Robert Dudley, Earl of Leicester (1533 -88)
Appointed: 1562. Very close friends with Elizabeth. There were rumours that he and Elizabeth were having an affair. Commander of the army to the Netherlands.



Sir Christopher Hatton (1540 -91)
Appointed: 1577. Responsible for the Royal progresses. Lord Chancellor in 1587



Sir Francis Walsingham (1532 -90)
Appointed: 1573. Led Elizabeth's secret service – controlled a network of spies trying to uncover plots against Elizabeth.



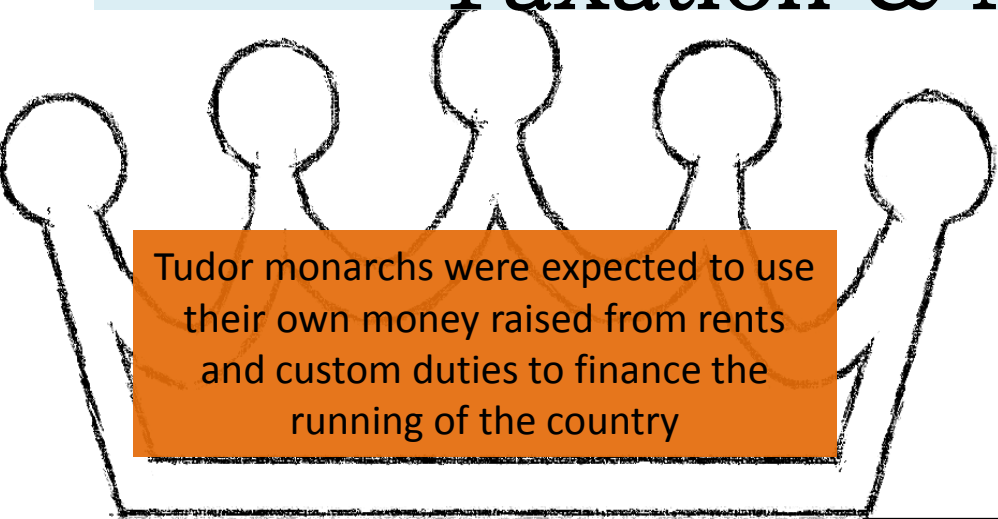
Robert Cecil (1563 -1612) son of William Cecil.
Appointed: 1591
Took over as spymaster after Walsingham died.



Robert Devereux, Earl of Essex (1567 -1601) Appointed: 1593
In charge of organising attacks against Spain. Executed in 1601 for his part in plot against Queen's councillors.

The Privy Council and Councillors

Taxation & Monopolies



Tudor monarchs were expected to use their own money raised from rents and custom duties to finance the running of the country

Taxation and the Poor

Taxes were collected to help with poor relief (**Poor Law 1601**)

JPs had to make sure that everyone in the local area paid towards this or they would be imprisoned. Mostly rich who paid.

Taxes - WARS



- There was high inflation in England
- Queen Elizabeth had to call Parliament to pass laws allowing her to collect taxes.
- The taxes were normally collected to pay for wars against Scotland, France, Ireland, rebellions in the North of England and especially war against Spain.

Taxes were unpopular and could only be asked for in an emergency



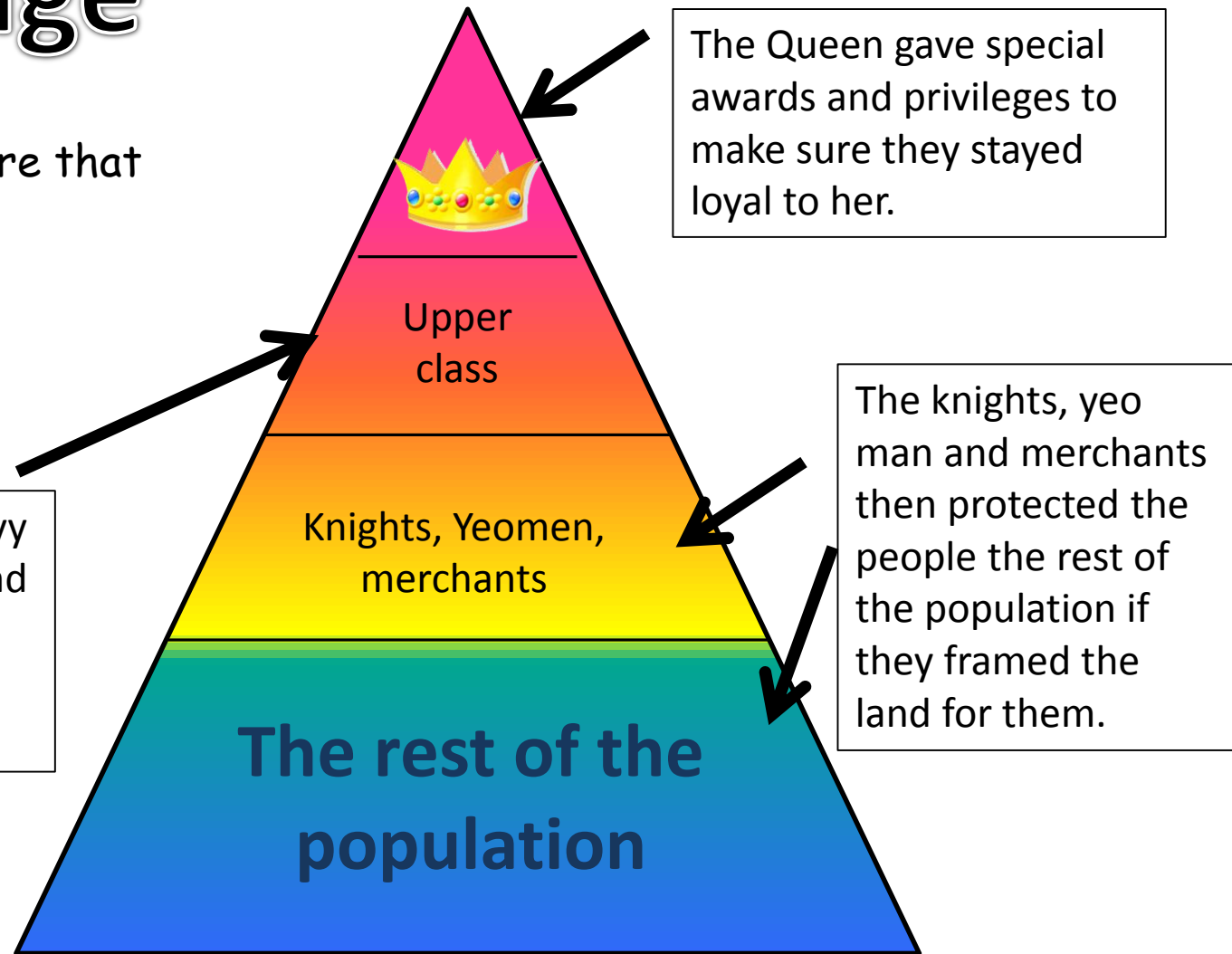
Monopolies

Elizabeth made money by selling **monopolies** which gave individual nobles and merchants the right to manufacture/sell certain goods.

- **Unpopular**
- **Caused inflation**

Patronage

The system used by Elizabeth to make sure that people were **loyal**.



The Queen gave special awards and privileges to make sure they stayed loyal to her.

The upper class and Privy Councillors gave land and rewards to knights who would then be loyal to them.

The knights, yeoman and merchants then protected the people the rest of the population if they framed the land for them.

Taxation & Monopolies

Queen



I will call Parliament to help pass laws - Acts of Parliament, agree to collecting new taxes and advise and support me. We will NOT discuss my personal affairs, religion or foreign policy. I will appoint the Speaker of the House of Commons.



Parliament

V.

We **believe** that we have the right to **discuss our own ideas for new laws.**

We also believe that when Parliament is in session we cannot be arrested!

We believe that we have the right to **discuss whatever we want**, especially if we have concerns about how England is being governed.

We believe in **FREEDOM OF SPEECH!**

Richard Onslow – Speaker of the House of Commons at times during Elizabeth’s reign. I am expected to choose the topics that Parliament will discuss and which MPs will be involved in the discussion



Freedom of Speech

Why did Elizabeth and Parliament clash so much?

- Elizabeth could call and dismiss Parliament when she wanted.
- Parliament wanted to discuss things that she believed they had no right to discuss. E.G: religion, marriage and succession
- Parliament tried to put pressure on her by refusing to grant laws about taxation

Freedom of Speech

1559 MPs asked Elizabeth to marry, she gave a vague reply and then closed Parliament

1576 MP Peter Wentworth (a Puritan) complained that MPs were not being allowed to discuss their concerns. He was imprisoned in the Tower of London and Parliament was dismissed.

1586 -87 Puritan MP, Anthony Cope tried to introduce a Bill to get rid of Bishops and introduce a new Prayer book – Elizabeth sent him to the Tower. Peter Wentworth defended freedom of speech – he was sent to the Tower. Puritan John Throckmorton criticised the war against France – TOWER! Elizabeth closed Parliament!

1601 MPs refused to grant taxes for war against Spain and sending an army to Ireland unless Elizabeth cancels monopolies. Elizabeth agrees to cancel some, flatters Parliament in a long 'Golden Speech' then closes Parliament.



Who has
the power?

How successful was the Government of Elizabeth I?

Yes – she was
successful!

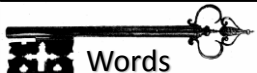
- Her coronation, portraits and progresses ensured that she was seen as wealthy and powerful monarch
- Her popularity generated loyalty and obedience from the officials.
- Patronage helped her popularity
- She had tight control of her Privy Council and Parliament
- Her temper ensured that few nobles were willing to challenge her.

BUT



No – she was
NOT successful!

- She was unpopular because she refused to allow Parliament to have the right to Freedom of Speech
- Success and implementation of laws depended on the loyalty of unpaid officials in roles such as Lord Lieutenant and JPs

 Words

Coronation –

Privy Council –

Court –

JP's –

Parliament –

Aristocracy –

Gentry –

Patronage –

Lord Lieutenant –

Quarter Sessions –

Prorogued –



When was Elizabeth's coronation?

Why was it important?

What were 'progresses' and why were they important?

What was the 'Gloriana' myth?

How did Elizabeth use portraits to help her gain popularity?

Elizabeth famously said 'I may not be a lion but I am a lion's cub and I have a lion's heart.'

Problems

Make a list of the main problems facing Elizabeth at the start of her reign.

-
-
-
-
-

In your view which was going to be the most difficult to deal with?

Describe the role of the Royal Court



Explain why nobles would try to 'court' Elizabeth's favour at Royal Court.

Privy Council

What was the role of the Privy Council?

List at least 4 key members of Elizabeth's Privy Council and briefly describe their relationship with Elizabeth.

-
-
-
-

What key issues did Elizabeth and the Privy Council disagree about?

**Elizabeth v Parliament**

What was the role of Elizabethan Parliament?

What were the main reasons for Elizabeth calling Parliament?

Who appointed the speaker of the House of Commons?

Who decided what topics would be discussed?

What topics did Elizabeth forbid Parliament to discuss?

How often did Parliament meet during Elizabeth's reign?

Give 3 examples of clashes between Elizabeth and Parliament

-
-
-

What did parliament believe they should have?

Local Government

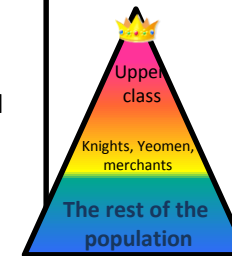
Describe the role of JPs.

Who were constables and how did they help Elizabeth govern England/

What was the role of the night watchman?

Patronage

Explain how the system of patronage worked.



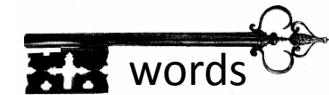
Key Qu- 2

How did life differ for rich and poor in Elizabethan England?

You need to know about:

- Contrasting lifestyles of rich and poor; homes and fashion
- Causes of poverty
- Issue of unemployment and vagrancy
- Government legislation including the 1601 Poor Law

See pages 16 - 27



Key Word	Meaning
Act of Parliament	A law passed by the Queen and both Houses of Parliament.
Beggars	Someone who begs for food or money
Deserving Poor	The name given to poor people who could not help being poor.
Enclosures	Land which landowners fenced off (enclosed with hedges)
Famine	Drastic shortage of food
Legislation	Laws made by Parliament to deal with issues
Poor Relief	Help for people in poverty
Poverty	Not enough money to provide for a family
Rack Renting	Raising the cost of rent by greedy landowners
Vagabond	Wandering beggars who sometimes turned to crimes

Nobles = landowners (50 families in Elizabethan England)

Gentry = lesser landowners (10,000 families in Elizabethan England)

Rich Merchants = successful business owners

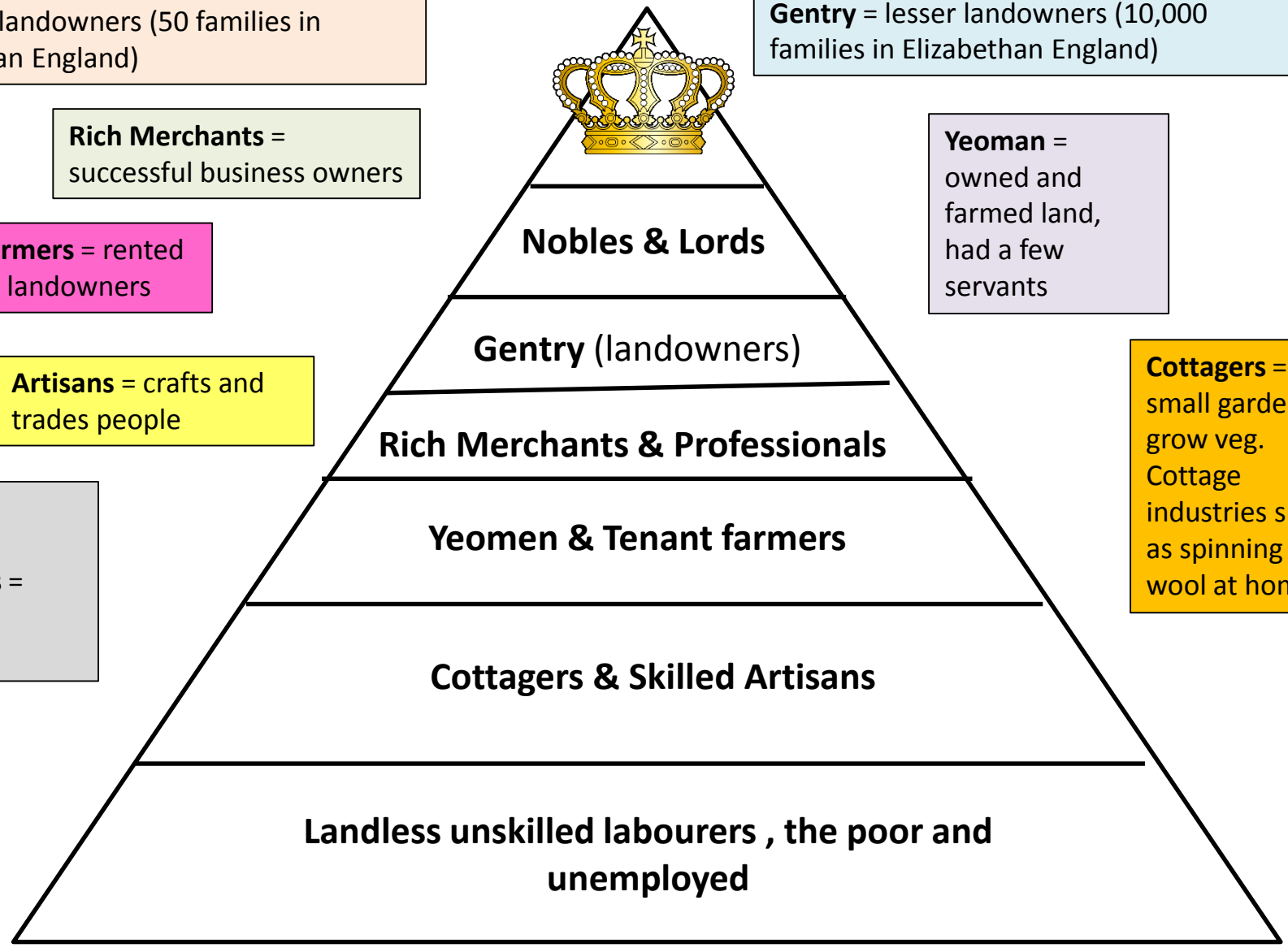
Yeoman = owned and farmed land, had a few servants

Tenant Farmers = rented land from landowners

Artisans = crafts and trades people

Cottagers = small gardens to grow veg. Cottage industries such as spinning wool at home.

Landless unskilled labourers = seasonal workers



The Social Structure of Elizabethan England.

Rich people needed lots of rooms to accommodate large numbers of guests and servants. Rich houses were often made from brick which was a relatively new building material and as such very expensive.

If you were rich, you were lucky – your forefathers probably owned lots of land which you would rent out at very high prices. This meant that you never had to work a day in your life, and neither would your children!



Rich lifestyles

New building material of bricks led to chimneys being built. More glass windows, large fireplaces. Great Hall was either used as servants dining room or venue for banquets.

New building styles developed to enable divide between owner and servant. Ground plan in design of an 'E' or 'H'

The rich women of the Tudors, Royalty and the Nobility, wore make-up as an indication of their status and rank. Make-up also had a practical use to hide the scarring of various diseases such as smallpox.



Sons of wealthy nobles and lords were tutored at home. Receiving education in the classics as well as good knowledge of French, Spanish and Latin. Teaching social etiquette like table manners was seen as important. Daughters would be tutored by a governess and how to run a large household.

Rich people could afford clothing made of fine wool, linen or silk. Their clothes were decorated with jewels and embroidered with gold thread. No rich person felt properly dressed to impress unless he or she was wearing a ruff.

The richest people had lots of glass, which was a luxury at the time and a status symbol.

Clothes were a means of displaying how wealthy a person was.

Gentry owned more land than they could farm so rented land out to tenant-farmers to get a regular income.

They followed in rich by modernising their homes into more fashionable dwellings.

New houses built out of brick, stone and half timber. At least 8 rooms with a servants quarter.



Ceilings were made higher and walls covered in tapestries. Oak staircases installed to connect hall to upper rooms. Windows were bigger with glass instead of wooden shutters. Large fireplaces installed with chimneys.

Gentry followed the fashion of the rich. Their outfits lacked the fine threads of gold and silver or the jewellery embroidered on the doublets and gowns.

Gentry lifestyles



Tudor education aimed to produce the 'perfect' gentleman and teaching was very strict with flogging being common punishment. School day was long- 6-7am to 5pm. Break for lunch. From these schools some boys would go onto university at Oxford or Cambridge at 15-16yrs old to study maths, music, theology, astronomy and geometry. Alternative was to go to inns of Court, London to study law.

Fashion was taken seriously as a symbol of power, status and social standing.

Sons of gentry attended grammar school because they concentrate on learning Greek and Latin grammar. Had to be taught social etiquette. Had to be good at hunting, fencing, music and dancing.

360 grammars schools by end of Elizabethan period- virtually one in every town.

A poor Tudor house would have a hole in the wall for a window, sometimes they would have wooden shutters. It would be made of straw, mud and dung. It would be very simple.



With little or no education, the lower classes spent what little time they had on visits to the inn and tavern, gambling in cock or bear baiting rings, playing cards etc. Fishing and archery were popular. Some children attended the local parish school if they could afford it. Most started work young.

The toilet was a basic hole in the ground. Their rubbish would go in a bush or a field.

Some **poor people in Tudor times could not work.** They might have been disabled when they were born, or had a disease which meant they were not strong enough to work. These people had to **beg** for money and food so that they could live.

Poor women wore a dress of wool that went down to the ground. They often wore an apron over this and a cloth bonnet on their heads. Most poor men wore trousers made from wool and a tunic which came down to just above their knee.

Poor lifestyles

Many other poor people worked on the land, raising crops or livestock such as cattle and pigs. They worked very hard all the time. This land did not belong to them – it belonged to the rich Tudors who rented it out to them. If they could not pay rent they could not work.

Ordinary houses, on the other hand, were usually made of timber (wood) and **wattle and daub**. The house was built out of timber frames which then had woven sticks (**wattle**) placed in between the frames. A mixture of clay, sand and dung (**daub**) was smeared over the wattle to make the wall.



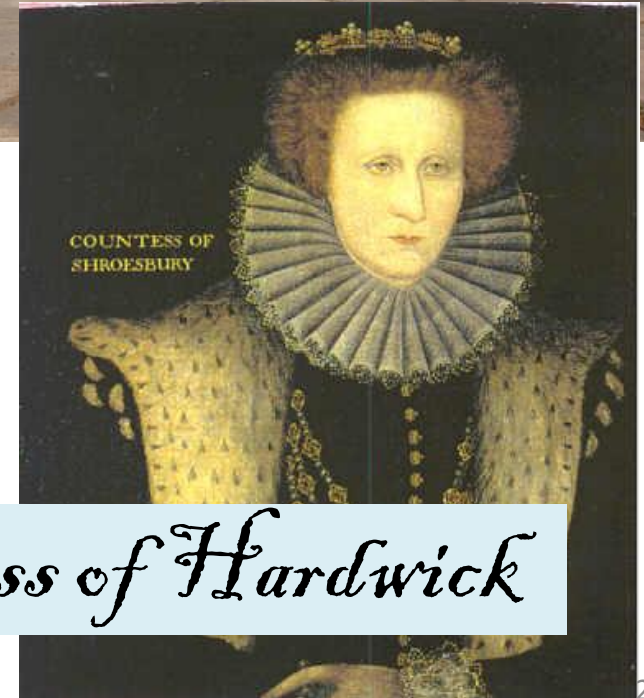
If you were poor and lucky, you could become an **apprentice** and learn to be a tailor, mason, barber, carpenter, bookbinder, blacksmith, weaver, or many other jobs you had to train for first.



Other Tudors worked as **servants** in the homes of the rich Tudors. They would cook, clean, serve and run the house for them.

- TIME OF THE GREAT REBUILDING MANY RICH LANDOWNERS INCREASED WEALTH BY BUILDING GRAND HOMES FULL OF LUXURIOUS FURNITURE AND FASHIONABLE FABRICS.
- THEY WERE SYMMETRICAL – LARGE HALLWAYS, GALLERIES, FIREPLACES, MANY WINDOWS, PLACES TO HOLD GREAT PARTIES AND BANQUETS. SHOWING OFF WEALTH!
- **BESS OF HARDWICK** (COUNTESS OF SHREWSBURY) WAS THE MOST WEALTHY WOMAN IN ELIZABETHAN ENGLAND – APART FROM THE QUEEN.
- SHE MARRIED FOUR TIMES AND EACH MARRIAGE MADE HER RICHER
- HER LAST MARRIAGE WAS TO THE EARL OF SHREWSBURY WHO DIED IN 1590 AND LEFT BESS A RICH WIDOW.
- SHE BEGAN REBUILDING HER HOME IN THE PERIOD DESCRIBED AS 'THE GREAT REBUILDING' AND IT TOOK HER 7 YEARS TO TRANSFORM HARDWICK HALL.
- IT HAD A LONG GALLERY, A HIGH GREAT CHAMBER, MASSIVE KITCHEN AND A MAGNIFICENT FAÇADE.
- FEATHER BEDS, ENDLESS SILVERWARE AND FINE FURNITURE.
- IT IS GOOD EXAMPLE OF HOW THE RICH LIVED IN ELIZABETHAN ENGLAND.
- ANOTHER EXAMPLE WOULD BE MONTACUTE HOUSE IN SOMERSET AND BURGHLEY HOUSE IN LINCOLNSHIRE.

Rich and Poor Different lifestyles

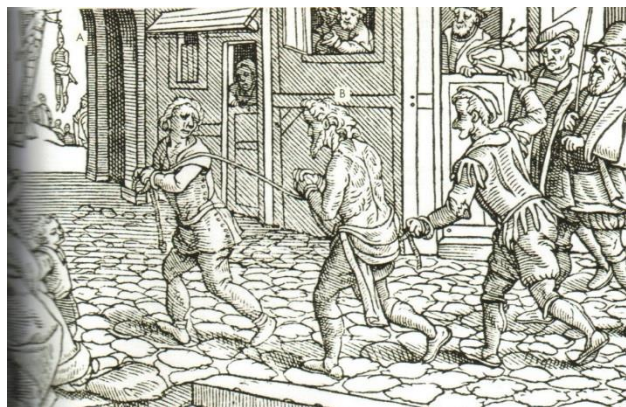


Bess of Hardwick

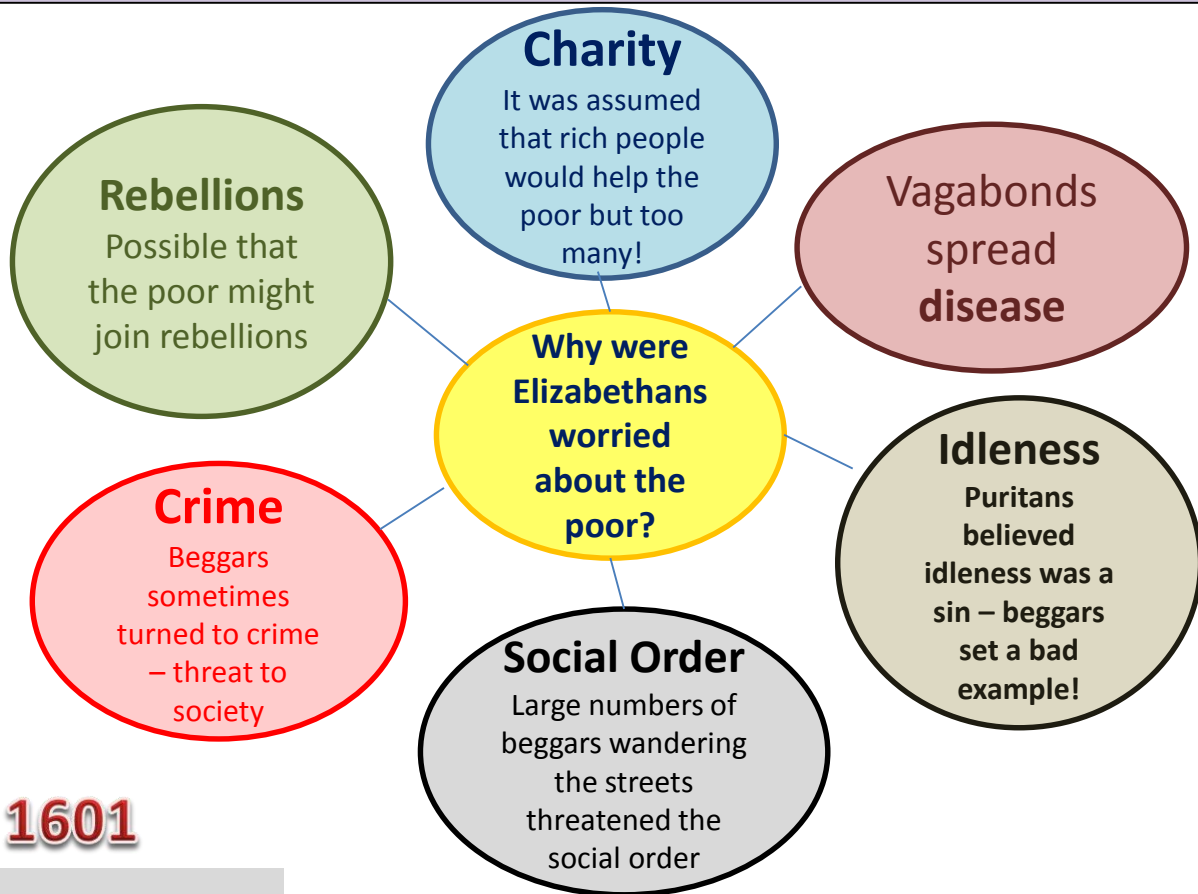
What caused poverty in Elizabethan England?

- **Bad harvests** 1556, 1596, 1597 caused rise in grain prices
- **Rack renting** – landowners could charge what they liked. Could stop poor using land to graze their animals.
- **Sheep farming** more popular than arable farming – poor farm labourers lost jobs, spinners and weavers lost their jobs too.
- **Cloth trade collapsed** – the country relied on the woollen cloth industry when it collapsed many spinners and weavers lost their jobs.
- **Soldiers and sailors lost jobs when wars ended** – resulted in rise in unemployment
- **No monasteries** meant poor had nowhere to go for help.
- **Rising Population** 2.7 million in 1540s to 4.1 million in 1601. This meant more jobs, food, houses and clothes were needed – not enough for everyone.
- **Land enclosure** – land owners closed their fields with hedges which meant that ordinary folk couldn't graze their animals cause poverty. Less arable land available.
- **Coin debasement** – Henry VIII had reduced the quantity of precious metals in coins so Merchants were asking for more coins to cover the cost of goods. Elizabeth called in all the debased coins and issued new ones with more precious metal in the hope to bring down the price of goods BUT prices still rose
- **Inflation** – (rising prices) food became expensive but wages didn't rise
- **Rural depopulation** – there was a drift from countryside into towns and cities





Poor and Poverty



Poor Law introduced 1601

- ‘**Deserving Poor**’ needed help.
- Beggars were given a licence to beg.
- 1572 all people pay had to contribute to a local poor rate to help the deserving poor.
- **Overseer of the Poor** was appointed to administer the system of outdoor relief and indoor relief in alms-houses and workhouses



BUT not really successful :-

- poverty continued to rise
- Famines caused by bad harvest
- Vagabonds punished for being idle – whipped/branded. 3rd offence – executed
- Poor relief hit and miss – not all towns/villages did it

- Rising unemployment caused more homelessness & begging
- These groups were referred to as **'rowdy beggars'/vagabonds/rogues**
- They were blamed for increasing crime
- They were seen as idle/lazy
- It was believed they would spread disease
- There was a fear that the increase of vagrancy would lead to rebellion
- The burden of looking after the poor meant increasing in taxes which caused resentment.

- *Tudor Clergyman William Harrison said there were about 10,000 vagabonds in England*
- *1566 Thomas Harman identified 23 different categories of vagabonds*



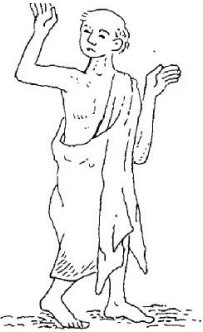
A Clapper Dudgeon

Clapper Dudgeon
 Fake being wounded, use arsenic to make skin bleed and wrap bloody rags around arms and legs.



The Doxy

The Doxy
 Keeps all things stolen in sack. Steals chicken by feeding them with bread attached to a hook which chokes chicken and she hides it in her sack.



The Abraham Man

Other common types of Vagabonds
Hooker/Angler – knocked on doors in daylight begging. At night used a 'hook' through an open window to steal clothes and valuables
Ruffler – ex-soldiers who robbed, threatened people and begged.
Dummerers – pretended to be dumb in order to beg and get money.

Pretends to be mad in the hope that he would be given money because people pitied him

Pretended to have epilepsy – sucked soap to make themselves look like they were foaming at the mouth. Famous Counterfeit Crank was 'Nicholas Jennings'



The Counterfeit Crank

The issue of unemployment and vagrancy

Poverty was an issue because there was a drop in the standard of living and an increase in vagrancy which brought with it a **real fear that society was crumbling and crime rate rising. Fear that there would be rebellions.** Series of acts passed recognising that sorting issue was the responsibility of society as a whole.

1563

Categorisation of poor

- 'Deserving poor'** – elderly, very young, infirm, families in financial difficulty due to unforeseen circumstances **DESERVED HELP!**
- 'undeserving poor'** – feared that this group would turn to crime and were a danger to society-pickpockets and highwaymen
- 'deserving unemployed' – fit to work but unable to find work
- Reaffirmed whipping of able-bodied beggars
- Compulsory 7 year apprenticeships.

1597 – each town had to have a **prison** for vagabonds to be financed by taxes from local people. JPs had to be responsible to oversee this programme



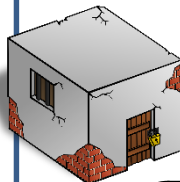
Government Legislation on Poverty

OBEY THE
LAWS

1572 – Vagrancy Act. Severe punishments for vagrants. Ear-boring of right ear, imprisonment and execution continued until 1593.



1576 – Act for the relief of the Poor. JPS had to build 2 '**Houses of correction**' in each County. Beggars must be forced to work in them. Keep a stock of materials – give work to unemployed.



1601 Poor Law

Act for relief of the Poor (Poor Law)

- JPs had to appoint 4 Overseers of the Poor in each Parish.
- Apprenticeships to be found for orphan children
- Unemployed, able bodied made to work using supply of materials kept
- Elderly /too sick to be housed in Almshouses
- Begging forbidden. Whipped. Sent back to place of birth. House of Correction.
- Poor rate to be paid or face imprisonment. Wealthy encouraged to give generously..





How significant was Government Legislation on Poverty?

Yes

- Progressive move from private charity to welfare state
- Created a new, nationwide system
- Care and provision for elderly, very young, infirm embodied in law and to be managed by individual towns.
- Disorder and disturbances did not develop into a rebellion
- Crime was dealt with on several levels Court of Star Chamber, Assizes, Quarter Sessions and Petty Sessions.
- An attempt to standardise.
- System of Poor Relief was in place for the next 200 years

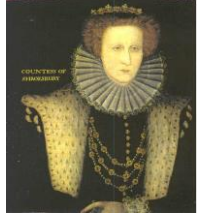
No

- Problem of poverty remained
- More money raised by charity than Poor Rate
- Many people who were scraping a living did not qualify
- 1597 and 1601 Poor Laws continued into the 20th Century.
- Crime increased between 1596 and 1598
- Elizabeth only had limited resources to deal with crime.
- JPs not paid and voluntary. Not always reliable and competent in enforcing laws. Some followed their own agenda. INCONSISTENT.
- Varied form county to county.

Rich		Poor
		
	Clothes	
		
	Jobs	

Who was Bess of Hardwick?

Why was she significant in the Elizabethan era?



Describe the Great Rebuilding.

Explain 3 reasons why Elizabethans were so worried about poverty

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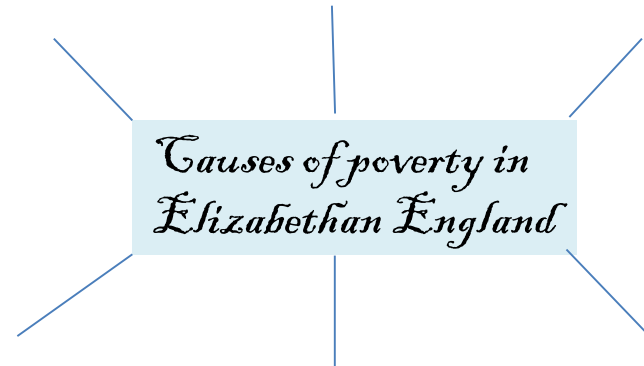
Who were the deserving poor?

Who were classified as undeserving poor?

What were JPs ordered to set up in 1576 to deal with the issue of poverty and crime?

List the key features of the 1601 Poor Law.

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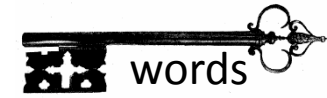
Key Qu- 3

What were the most popular types of entertainment in Elizabethan times?

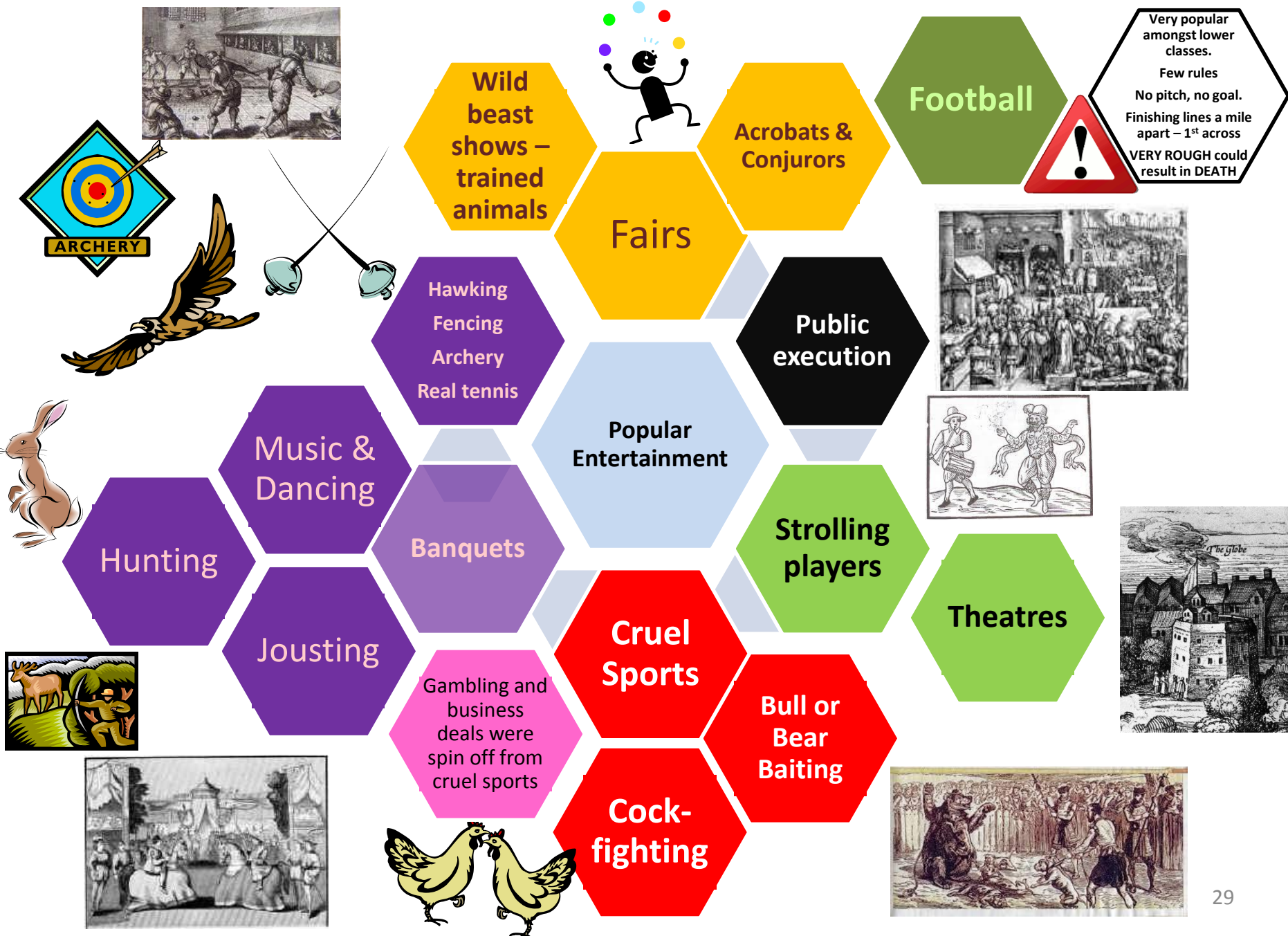
You need to know about:

- The importance of popular entertainment
- Cruel sports
- Entertainment enjoyed by the rich
- The Elizabethan theatre; design, plays; attitudes towards the theatre.

See pages 28 - 35



Key Word	Meaning
Audience	People watching a play
Baiting	Teasing/ tormenting
Groundling	Poor people sitting in the pit
Heaven and Hell	Trap doors in the roof and on the stage.
Jousting	A form of entertainment
Licence	Permission to perform
Master of Revels	Responsible for censoring plays
Pit	Where the cheapest seats were
Playwright	Someone who writes a play
Puritan	Extreme Protestant – opposed to the theatre



Popular Entertainment enjoyed by the Rich & Cruel Sports

Rich Tudors also like to play and listen to **music, write poetry, dance, and watch plays at the theatre.**

Jousting

The **Rich** would **hunt** animals such as **deer, wild boar**, and even bears. This was a *sport* in Tudor times, and rich Tudors took it very seriously. Only nobles could hunt stags

Feasting

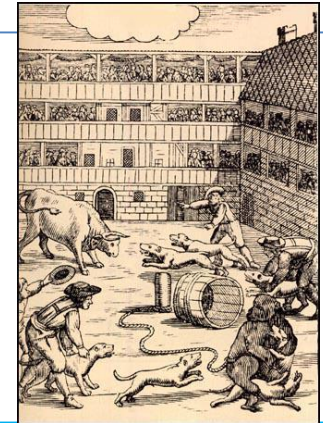
Rich Tudor ladies were not allowed to do much. They could learn to **read and write, play music, dance and sew.**

Real Tennis was fashionable for rich Tudors. **Bowls and skittles** were played by all classes in society

Archery was important. They use a long bow and crossbow and men were expected to practice every Sunday after Church



A German visitor, Paul Hentzer, watched a blinded-bear forced to fight in London: "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."



Cruel Sports

- **Bear and Bull baiting** (shown in the above illustrations) were a **popular** forms of entertainment for all classes in society.
- They attracted **large audiences** and were held regularly in **arenas** eg: 'Bear garden' in London with space for about a 1,000 people. They were built like theatres
- **Cockfighting** was also popular. Many towns had cockfighting pits. Sometimes they would put several birds in the ring to see which one would survive.
- People would place bets on the outcome of the fight. Some people used this as an opportunity to make money or do business deals.
- **Public execution** was always well attended.
- Some went to places where mentally ill people were kept as 'insane' and watched their behaviour for fun.

The development of Elizabethan Theatre

- No theatres in 1558 when Elizabeth became Queen
- By the end of her reign there were many theatres in London and in towns.
- It was a popular form of entertainment

Strolling Players

- Firstly - wandering bands of musicians and actors
- Move from town to town performing for mixed audiences
- They would perform in the town square/market/inn
- Rich people would sometimes pay for private performances
- Plays including stories about Robin Hood were popular.
- Caused concern when topics became political or critical of the established authorities.



In **1572** a law passed banning wandering players from touring because:

- Worried about content – might cause rebellion
- Link to vagrancy & begging
- Spread of disease
- **UNLESS** they had a **licence** to perform which was granted by the **Lord Chamberlain**

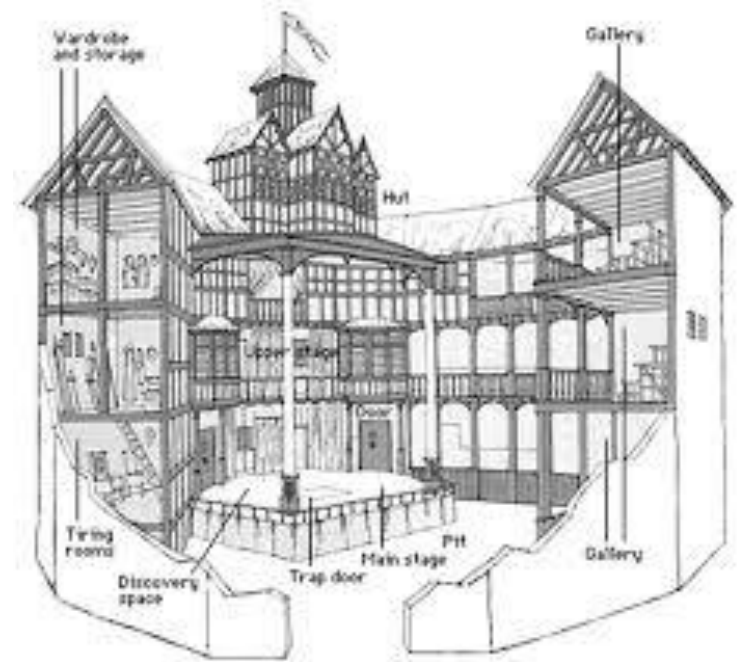
Theatre companies

- The ban led to the formation of companies
- It meant the government had more control over what was being performed
- Wealthy nobles gave 'patronage' and money to support theatre companies.
- 1574 The earl of Leicester's Players
- 1583 The queen's men
- 1594 The Lord Chamberlains' men
- They would tour the country, perform at Royal Court for the Queen.
- As they became more popular they needed more space to perform

The first theatres

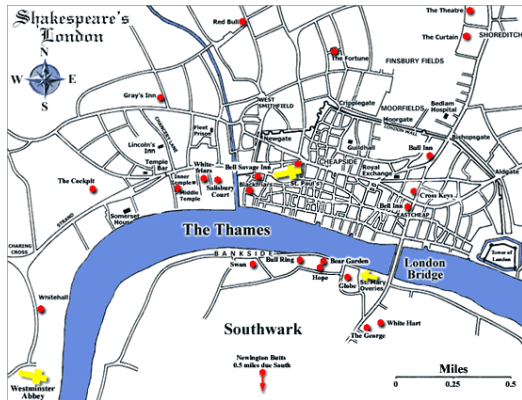
- The first purpose built theatre was built in 1576 by James Burbage (actor-owner)
- Called 'The Theatre'
- Finsbury Fields, Shoreditch, London
- Performers – 'The Lord Chamberlain's men'

- Octagonal shape. Whitewashed walls and thatched roof.
- Raised stage projects into the yard,
- No curtains or scenery, open to the sky
- The playwrights had to use words to tell the audience all kinds of things that would not be necessary today for example there was no artificial lighting so words were used to say what time it was and as there was no scenery, words had to be used to set the scene.
- Oak pillars were painted to look like marble
- Trap door on the stage – down to ‘Hell’ out of which came the demons and evil spirits came
- Stage was the early region
- Canopy above the stage symbolised ‘Heaven’ – painted with stars, zodiac and moon
- Center of the ceiling had a trap door for heavenly beings to arrive through. Also contained hoists etc to lower actors to the stage.
- Galleries were covered seats where the rich sat.
- Content of plays designed for all sections of audience, sub-plots used to appeal to particular groups
- Female characters had to be played by men,
- Dramatic starts were used to get audience’s attention as there were no curtains.
- Flag was flown to show that a play was being shown
- Canon/Trumpet was sounded to announce the start of the play
- Poor, groundlings, stood in the yard or pit (*They talked all through the performance and might even throw things at the actors*)
- Cheapest tickets for the pit
- More expensive tickets for the galleries which kept you out of the rain!



Elizabethan Theatre Design

Key Question 3: **Popular Entertainment:** *What were the most popular types of entertainment in Elizabethan times?*



Elizabethan Theatre Plays, Playwrights, theatres and Actors

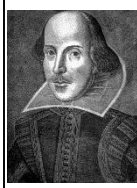


**Burbage
Tragic
actor**

Leading role in Shakespeare's plays
Part owner of The Globe

Theatres were outside city limits to the north and south bank of river Thames

Elizabethan Playwrights & Poets



William Shakespeare (1564 – 1616)

- Born in Stratford-on-Avon
- Wrote 37 plays – comedies, tragedies and historical dramas. Wrote Sonnets (poems) as well
- Very popular – Queen Elizabeth liked his plays
- Most popular plays – Hamlet, Romeo and Juliet, Macbeth

Member of The lord Chamberlain's men.
Comedian and acrobat



The Curtain
Opened in 1577



The Rose
Opened in 1587

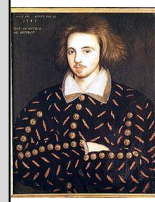


The Swan
Opened in 1596



Christopher Marlowe (1564 – 1593)

- Playwright and Poet
- Developed the 'tragedy' in theatre.
- Most famous play 'Dr Faustus' (set in Germany, Dr Faustus made a deal with the devil to give him magical powers but at a cost!)
- He was stabbed in a pub fight.
- There were rumours that he was assassinated because he worked as a Government spy.



Popular actor & dancer
Leading roles in Shakespeare's Henry IV

The Globe
Opened in 1599



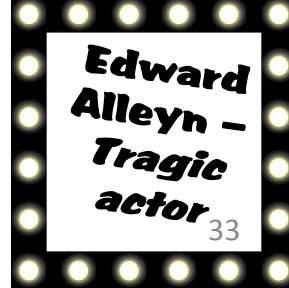
Thomas Kyd (1558 – 1594)

- Pioneered the 'revenge' tragedy.
- Most famous play was 'The Spanish Tragedy'

Thomas Dekker (c.1572 – 1632)

- Wrote a lot of comedies – about ordinary life & especially rowdy e.g.: Shoemaker's holiday.


Leading roles in Marlowe's plays eg: The Jew of Malta
Part owned The Fortune theatre




Attitudes towards the Theatre

Support

- Popular
- Cheap entertainment
- All classes in society
- Queen liked the theatre
- Plays had gripping storylines, interesting characters and heroes
- Plays had a message of loyalty, obedience sometimes anti-Spanish when the relationship between Spain and England was at its worst.



The theatre is such a wonderful place and absolutely looove that Will Shakespeare.



The theatre is a den of sin – 'tis the work of the devil. These places should be closed down NOW!

Opposition

- London authorities were worried about law and order especially with the city's growing population
- Fear that could help spread disease and were places where prostitutes and pickpockets operated causing problems for the authorities trying to keep law and order.
- Could also be used as bear/bull baiting pits: therefore concerns about gambling
- The theatres only managed to stay open because they were outside the power of the City of London authorities who would have closed them down

Opposition from religious groups

- Strongest opposition from Puritans
- Believed the theatre to be the 'work of the devil'
- They believed that plays lacked morals and were too rude and coarse.

Rich & Entertainment



What 3 types of entertainment are shown above?

Draw 3 pictures showing 3 other types of entertainment enjoyed by rich Elizabethans.

Poor & Entertainment



What 3 types of entertainment are shown above?

Draw 3 pictures showing 3 other types of entertainment enjoyed by rich Elizabethans.

Describe three key features of Elizabethan theatres.

-
-
-



What did the building above the stage, known as 'the heavens' contain?

Why was a flag flown from the top of the theatre?

Why did a trumpet sound several times before the start of a play?

How did they overcome the problem of having no lighting?

Where were most of the theatres situated?

Who went to the theatre?

Who were 'Groundlings'? Why were they given that name?

What was introduced in 1572 to try to control acting/plays?

Who opposed the theatre?

Why?

Name two significant Elizabethan playwrights.

- 1.
- 2.

Name two important Elizabethan actors.

- 1.
- 2.

Name two Elizabethan Theatres

- 1.
- 2.

Explain how did the theatre developed across the Elizabethan age?

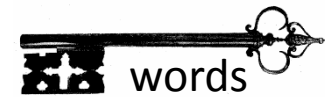
Key Qu- 4

How successfully did Elizabeth deal with the problem of religion?

You need to know about:

- Religious problems in 1559
- Aims of the Religious Settlement
- The 'Middle Way'
- Acts of Supremacy and Uniformity
- Reactions to the Settlement

See pages 36 - 43



Key Word	Meaning
Anglican	Name given to the Church of England
Appease	Please both sides
Catholic	Christians whose religious leader is the Pope
Compromise	Find the middle ground
Protestant	Someone who rejects the authority of the Pope
Puritan	Extreme Protestant
Recusant	Someone who refused to go to Church – usually a Catholic in Elizabethan times
Supreme Governor	Elizabeth = leader of Anglican Church
Uniformity	Church services were all the same
Vestments	Clothes to be worn by priests
Via media	Latin meaning Middle Way

Religious Problems in 1559

- Religion was **very IMPORTANT!** Everyone went to Church. Religion gave people hope, help and promise of a better life in heaven if you lived a good life
- Elizabeth had inherited **a country divided by religious differences.**
- There had been constant changes in religion; each time there had been a new monarch the religion had changed. Henry VIII had begun the changes by declaring England no longer Catholic but Protestant. Edward VI had made the country even more Protestant and exiled many Catholic priests. Mary I (Bloody Mary) had just been Queen before Elizabeth and had declared England a Roman Catholic country even persecuting those who refused and wanted to practise in the Protestant way.
- Elizabeth was a Protestant
- Elizabeth wanted people to be Protestants BUT she did not want to cause problems with Catholics either and she needed to avoid a Civil War over religion. She needed to gain loyalty.
- There were Catholics, Protestants and a growing number of Puritans in England. Everyone believed they were right.
- Elizabeth had to find a 'compromise' in order to solve the issue.

Religious Problems in 1559

Different religious beliefs in England in 1559

Catholics believed	Protestants (Anglicans) believed	Puritans believed
Pope should be obeyed above monarch	Monarch should be head of Church	No one should be head of Church
Services & Bible should be in Latin Churches highly decorated Believed all other religions were heretics Mass – bread and wine actually become the body and blood of Jesus Music, singing, organ music	Services in English Plain Churches Other religions shouldn't be allowed – punish them Music, singing, organ music Holy Communion – symbolic remembrance that Jesus died for them	Services in English – plain and simple Churches so would not detract from worshipping God Other religions shouldn't be allowed – punish them NO MUSIC Holy Communion – symbolic remembrance that Jesus died for them
+ points England, Spain France & Scotland Roman Catholic. Mary Queen of Scots (next in line to become Queen) was also Catholic.	+ points Elizabeth herself was a Protestant. Many people were Protestants and didn't like the Roman Catholic faith.	+ points Growing number of Puritans especially in London Some MPs were Puritans, therefore challenging Elizabeth in parliament
- Points Mary's actions towards Protestants had made Catholics an unpopular minority.	- Points Most powerful countries in Europe were Roman Catholic eg: Spain and France	- Points Few Puritans in Europe

The Religious Settlement 1559

The Act of Supremacy

Elizabeth
Supreme Governor
Of
Church of England

All Clergy, JPs, MPs,
government to swear an
oath of loyalty to her in this
role

Freedom of worship for
Protestants

Compromise! The 'Middle Way' (Via Media)



Aim:-

appease both
Catholics
&

Protestants

Avoid invasion from
Catholic foreign powers

The Act of Uniformity

Church services in English
Everyone must go to Church
on Sunday or be fined!

Bible in English
Protestant prayer book in
every Church

Royal Injunctions

- Bible written in English in every Church
- Decorations were allowed
- Clergy to wear vestments (surplice)



The significance of the 'Middle Way'

Oath of loyalty – Ensured that the Clergy, JPs, Judges, Lawyers and MPs would obey and be loyal to Elizabeth which reduced the risk of rebellion

Act of Supremacy – Ensured that this did not offend Catholics who did believe that the monarch should not be head of the Church. It also ensured that Protestants were satisfied with the title of 'Supreme Governor' as they believed the Pope was NOT head of the Church.

Act of Uniformity – This made sure that there were elements from both the Catholic and Protestant practices incorporated in the new Anglican Church.

Royal Injunctions 1559 – set of rules that made sure there was uniformity in worship. Condemned Catholic practices, recusants fined, license to preach and denounce the authority of the Pope.

Visitations – 125 commissioners went around the country checking that the clergy had sworn the oath of loyalty and the new rules were being followed.

Act of Exchange 1559 - This made sure that the Queen had control of the finances of the Church as it made sure that she could seize Church land. This meant that the church would be less able to finance rebellions against her.

Thirty-Nine Articles 1563 - formally set out the key elements of the Protestant faith

Reactions to the Religious Settlement

Catholics

- Disliked the fact that England was a Protestant country
- Disliked the fact that the monarch and not the Pope was the Head of the Church
- Did not want to use a Protestant Prayer book, especially that the Clergy had to swear an oath that they would use it!
- Disliked that the Bible was in English and not Latin
- Disliked the clergy being allowed to marry
- That the clergy had to take an oath recognising Elizabeth as Supreme governor of the Church of England
- Changes went too far!

Protestants

- Disliked that Churches were still decorated
- Disliked the clergy wearing vestments
- Disliked that the settlement was vague in relation to Holy Communion
- Changes did not go far enough!

BUT...in practice

- Most clergy took the oath of loyalty
- Fines for Recusancy were not strictly enforced
- By 1568 most people accepted the new Church
- No serious rebellions

Puritans

- Disliked that Churches were still decorated
- Disliked the clergy wearing vestments
- Disliked singing still allowed
- Disliked that the settlement was vague in relation to Holy Communion
- Changes did not go far enough!

Recusancy/Recusants
Anyone who refused to go to the new Church had to pay a fine of 1 shilling. Poor struggled to pay 41

Key Words

- Supreme Governor -
- Uniformity –
- Recusancy –
- Heresy –
- Catholic –
- Protestant –
- Puritan –
- Vestments –
- Clergy -

Draw some pictures or make a list of the differences between Catholics and Protestant beliefs.

Catholic v. Protestant

What religion was Queen Elizabeth I?

Why was there a risk of Civil War in England at the time of Elizabeth's accession in 1558?

The Religious Settlement 1559

What did the Act of Supremacy state?

What did the Act of Uniformity state?

How did the Royal Injunctions help enforce these acts?

Why is the Religious Settlement described as the Middle Way?



Give examples of aspects of the Religious Settlement which pleased/angered the Catholics, Protestants & Puritans

Catholic		Protestants		Puritans	
😊	😞	😊	😞	😊	😞
😊	😞	😊	😞	😊	😞

Yes – she was
successful!

BUT

No – she was
NOT successful!

- She avoided a civil war caused by religious differences
- She appeased the majority of Catholics, Protestants and Puritans
- The Church of England (Anglican Church) has remained the main
- Only 3% of Priests refused to swear the oath of loyalty to her
- The majority of people accepted the Religious Settlement (The Middle Way) even though it favoured the Protestants.
- Before 1568 there were no serious threats to the settlement/Elizabeth; this changed when Mary Queen of Scots returned to England.



- Extreme Catholics and Puritans continued to challenge the religious settlement e.g The Vestments Controversy
- There were several Catholic plots to overthrow Elizabeth e.g – Northern Earl, Ridolfi, Throckmorton and Babington
- The Religious Settlements seemed to favour the Protestants.
- Fines for Recusancy weren't strictly enforced
- She was excommunicated by the Pope
- Elizabeth persecuted Catholics 162 were executed between 1577 - 1603

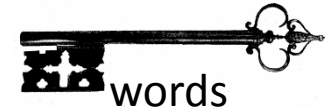
Key Qu- 5

Why were the Catholics such a serious threat to Elizabeth?

You need to know about:

- Early toleration
- Excommunication in 1570
- Recusancy
- Rebellion of Northern Earls
- Catholic Plots – Ridolfi, Throckmorton, Babington
- Role of Mary, Queen of Scots

See pages 44 - 52



Key Word	Meaning
Ambassador	Representative of another country
Depose	Overthrow/Get rid of
Divine Right of Kings	Monarch appointed by and answerable only to God
Excommunication	Expel
Jesuits	
Mass	Catholic Church service
Mary Queen of Scots	Figurehead for catholic plots
Pope	Head of the Catholic Church
Recusancy	Refusal to attend Anglican Church services
Treason	Crime against the monarch/country

Overview - How much of a threat were the Catholics?

Threat from - Catholics in England

Pope advising Catholics not to go to Protestant Church services.

Penalties lenient to begin with as she did not want to alienate anyone – hoped that change/acceptance of new church would happen and avoid rebellion.

Elizabeth feared that Catholics were a threat to national security.

Threat from foreign Catholic Alliance

- Elizabeth feared that France and Spain would create a 'Catholic Alliance' against England.

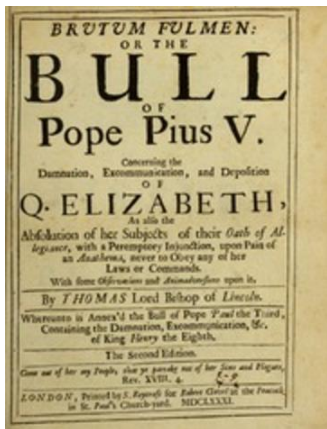
Elizabeth and her Privy Council were worried especially after

- a) St Bartholomew's Day Massacre 1572 – thousands of Protestants had been massacred in Paris
- b) Threat from **Jesuit priests**
 - 1580 Catholic Priests (Jesuits) sent as missionaries to England to promote Catholicism
 - They provided leadership for Catholics
 - 1581 Elizabeth ordered them to be arrested **Edmund Campion** (Jesuit) gave free copies of a book criticising the Anglican Church. Captured. He refused to renounce his Catholic faith. He was hanged, drawn and quartered in 1581.
- c) The murder of William of Orange 1584 – leader of Dutch Protestants had been shot dead by a Catholic. Privy Council worried about Elizabeth's safety.

1585 Elizabeth reacted **more strongly** by passing Acts against Catholic Priests which said that Catholic priests ordained since 1585 had 40 days to leave England or be executed for high treason. Anyone trying to persuade someone to convert to Catholicism was guilty of treason. The fine for Recusants was increased to £20 a month. She became increasingly less tolerant of Catholics

Early Toleration

- Tolerance marked the first years.
- It is fair to say that in the early days Elizabeth sought to find a way to keep both Protestants and Catholics happy. This was the aim of the Religious Settlement. However, as time went on with increasing threats and deterioration in the relationship with Spain and the Pope there was less tolerance.
- Rich Catholic families who continued to try to practice their faith found themselves at risk and Priests attending them with Mass forced into hiding places (Priest holes)
- Both faced severe punishments if caught.



- 1570 Pope excommunicates Elizabeth
- Released Catholics from their oath of allegiance to Elizabeth
- Gave Catholics permission to plot against Elizabeth
- Elizabeth responded by making the **Treason Act in 1571** making it a treasonable offence to say that Elizabeth was not the rightful queen



Recusancy

- Recusants = people who refused to attend Anglican Church services
- 1568 William Allen set up training college to train Priests as missionaries to England. Aim – re-establish Catholic faith, even if meant becoming a martyr
- After 1574 Seminary priests were being smuggled into England. Jesuits Priests arrived in disguise ready to hold mass and spread the message against Elizabeth.
- **1581 Elizabeth increased fines** to £20 and treasonable offence for anyone trying to convert someone to the Catholic faith
- 438 Seminary Priests sent to England.
- **1585 Act of Parliament** ordered all Jesuits and Seminary Priests to leave England or face death. Anyone found hiding priest could also be sentenced to death
- **1593 an Act of Parliament** was passed forbidding Catholics meeting together and confined Catholics within a 8km radius of their homes.



Edmund Campion

- **Jesuit & Recusant**
- **1580 sent to England on mission to spread catholic faith**
- **Arrived in secret**
- **Went to Lancashire – moved South – preached in homes of rich Catholic families**
- **Caught and arrested in 1581**
- **Tried for treason – tortured and executed in 1581**

The Rebellion of the Northern Earls 1569

Aim

- Release Mary Queen of Scots from house arrest.
- Marry Mary to Duke of Norfolk (Elizabeth found out about the marriage. Norfolk begged for forgiveness, Norfolk was sent to the tower)
- Capture the North of England
- Depose Elizabeth and replace her with Mary
- Restore Catholicism



Action

- Leaders Earls of Northumberland & Westmoreland.
- November 1569 4,600 marched on Durham Cathedral, held a Catholic mass and tore up English prayer books.
- Marched south to Bramham Moor. Gave up the idea of a siege at York and retreated North when they heard of the advance of the Queen's army.
- January 1570 the two earls escaped to Scotland.

Consequences

- Northumberland was captured, tried for treason and beheaded at York
- Westmoreland escaped
- Duke of Norfolk was pardoned
- 800 rebels were executed to reinforce Elizabeth's rule
- Plot failed because it was badly planned, lacked support for replacing Elizabeth with a Catholic monarch
- Aid from the Spanish Ambassador De Spes did not happen. Philip believed Mary would support France rather than Spain if she became Queen so was reluctant to send help

Catholic Plots against Elizabeth

1571 Ridolfi Plot

- The plot was organised by an Italian Banker called Roberto Ridolfi
- The aim was to overthrow Elizabeth
- It involved Mary OS, Philip II of Spain, Duke of Norfolk and the Spanish Ambassador De Spes.
- A Spanish army would invade, Mary would marry the duke of Norfolk become queen and make England a Catholic country again.
- Spymaster Walsingham and Cecil uncovered the plot.
- Norfolk was found guilty of treason and sentenced to death
- Ridolfi and De Spes were expelled from England
- Elizabeth refused to execute Mary despite demands from Parliament.

Throckmorton Plot 1583 - 84

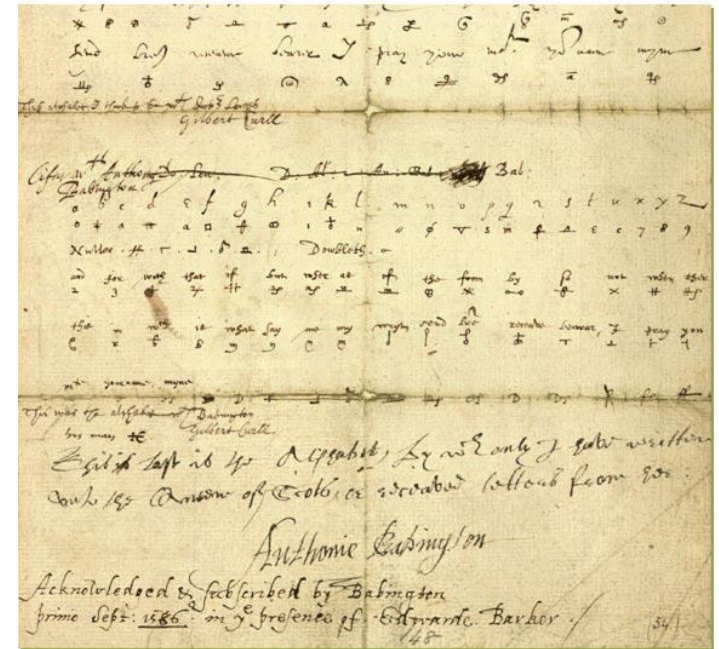
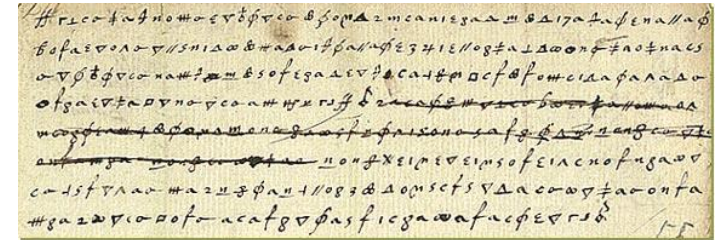
- Francis Throckmorton led a plot to overthrow Elizabeth.
- It involved French Catholic forces, was backed by the Spanish and money from the Pope. Throckmorton acted as go between MQS and de Mendoza (Spanish Ambassador)
- Secret Service discovered the plot – Throckmorton was tortured and executed. De Mendoza was expelled from England.
- MQS was moved to a more secure place – Tutbury Castle and was banned from having visitors.

1584 -5 Increasing Catholic Threat

- Elizabeth's life was threatened with an assassination attempt by John Somerville
- They were worried because William of Orange had been assassinated by a Catholic
- **'Bond of Association'** stated that if Elizabeth was murdered Parliament would make sure they punished whoever was responsible.
- The early tolerance changed and Jesuit Priests were ordered to leave the country within 40 days

Catholic Plot - The Babington Plot 1586

- Walsingham uncovered another Catholic plot
- He claimed that MQS was involved
- Anthony Babington was leader of the plot to overthrow Elizabeth and replace her with MQS
- Coded letters delivered in beer barrels were intercepted by Walsingham.
- August 1586 Babington was arrested and confessed.
- Armed with evidence Walsingham persuaded Elizabeth to put MQS on trail.
- MQS was moved to Fotheringay Castle and tried in October 1586. She was found guilty but Elizabeth refused to sign her death warrant.
- Elizabeth finally agreed in 1587. She refused to release the paperwork but Walsingham went behind her back and persuaded her secretary William Davison to get the document.
- Davison passed the signed document to Fotheringay and MQS was executed.
- Elizabeth was furious and Davison was sent to the tower.



The role of Mary Queen of Scots

- Mary arrived in England in 1568 after escaping imprisonment in Scotland
- Elizabeth had a choice = she could send Mary back to Scotland, execute her, help her regain the throne of Scotland, allow her to go to France or recognise her as the heir to the throne of England. She made the decision to keep Mary captive – BIG MISTAKE!
- Mary was seen by English Catholics as **rightful** (legitimate) **ruler** of England. She became a threat to Elizabeth because English Catholics saw her as an alternative monarch to Elizabeth.
- She was supported by English Catholic nobles, French king – later by Spain and Pope.
- Even though she was placed under house arrest and moved to various places to prevent her being a figurehead for a rebellion, that was exactly what she was even if she, herself was not involved.
- Elizabeth did not want to execute her because: cousins, believed in Divine Right of Kings, feared revenge from Spain.
- Implicated in plots – Ridolfi 1571, Throckmorton 1583, Babington 1586.
- October 1586 Mary was tried for treason, found guilty and executed on 8th February 1587.



Key Words

Excommunication –
Jesuits –
Heretics –
Treason –
Toleration –
Divine Right of Kings –

List 3 threats to Elizabeth from English Catholics

-
-
-

List 3 threats to Elizabeth from abroad

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-
-

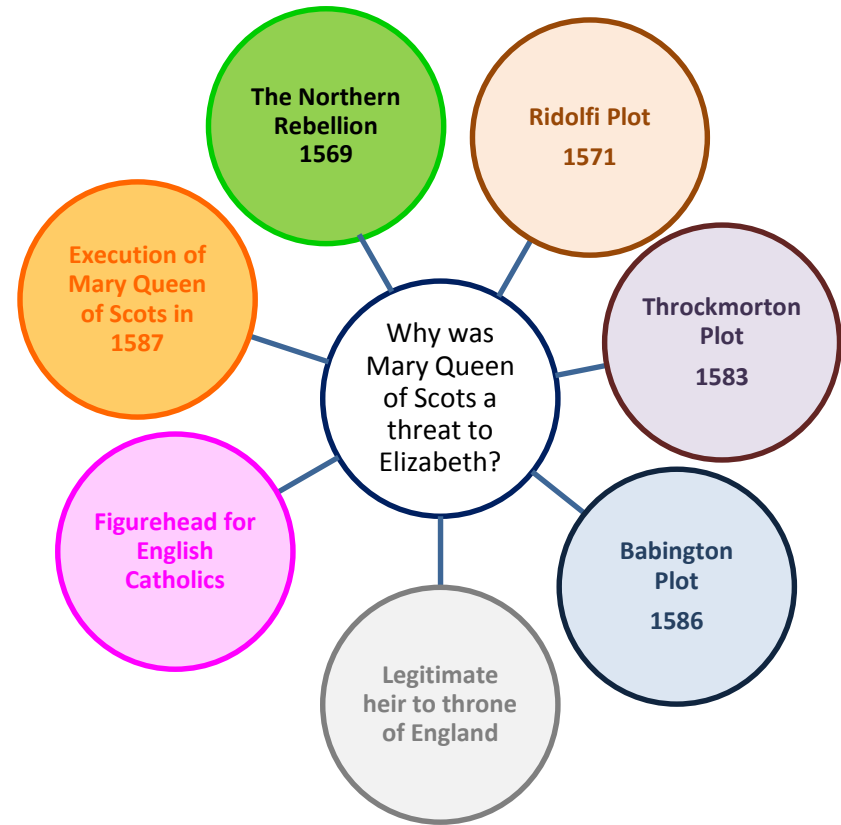
1. What happened on St Bartholomew's Day in 1572?
2. Why did this worry Elizabeth and her Privy Council?
3. What happened to William of Orange in 1584?
4. Why did this worry Elizabeth and her Privy Council?

Who was Edmund Campion and what happened to him?

How did Elizabeth's toleration of Catholics change during her reign and why?
Give examples



For each of the key reason explain why it meant Mary Queen of Scots was a threat to Elizabeth.



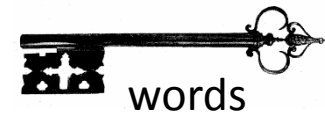
Key Qu- 6

How much of a threat was the Spanish Armada?

You need to know about:

- Reasons for the Spanish Armada
- War in the Netherlands
- Course of the Armada – events in the Channel, Calais, ‘fireships’ and return to Spain Results of the Armada

See pages 53 - 61



Key Word	Meaning
Armada	Large fleet of ships
Calais	Place on the French coastline wher Spanish armada anchored
Crescent	Formation of Spanish fleet
Fireships	Tactic used by the English
Netherlands	Country at war with Spain
Pirates	English thieves ‘Sea – Dogs’/Privateers
Rivalry	competition
Spanish Main	Place in South America where Spain had established a trading colony
Victory	winners
Weather	One of the reasons for the failure of the Armada

England's foreign affairs

Country	Situation in 1558	Situation in 1603
Spain (Catholic)	Catholic country. Powerful. Friends with England.	War between England and Spain ongoing (1585 – 1604)
Ireland (Mainly Catholic)	Elizabeth claimed rule BUT only small area. Mainly a Catholic country. Hostile to England.	Following rebellion and unrest from 1594, England had regained control by 1603. English settlers controlled parts but hated by Irish Catholics.
France (Catholic)	Allied to Scotland. At war with England!	During Civil War between Catholics and Protestants. Eliz sent army to support Protestants.
Scotland (Catholic)	Allied to France – Mary Queen of Scots married to French prince. Hostile!	Victory against Scotland and their French allies in 1560. Threat from Mary Queen of Scots controlled. Scotland friendly Protestant country in 1603.
Netherlands (Protestantism growing)	Ruled by Spain	Elizabeth first sent financial help then army to support Dutch Protestants. Spain facing defeat in Holland by 1603.
Trade, Voyages, Colonies	Limited	More voyages, improved trade with new colonies.
Conclusion	England weak!	YOU DECIDE!



War in the Netherlands



- Spain controlled the Netherlands
- **1566 Dutch Protestants rebelled against Spanish rule**
- King Philip of Spain sent the **Duke of Alba** with 10,000 men to stop the rebellion
- Over 1,000 Dutch rebels were brutally burnt to death.
- **Elizabeth** supplied the rebels with money and weapons

- 1575 there was second rebellion which, by 1579 had split the country in half. The Northern half was led by **William of Orange** and rejected Spanish rule. The Southern half formed the Union of Arras and made peace with Spain.
- **The Duke of Parma** was sent to stop the second rebellion.
- 1584 William of Orange was assassinated
- 1585 Elizabeth signed the **Treaty of Nonsuch** with Dutch rebels. She promised protection for the Protestant rebels and sent the Earl of Leicester with an army of 5,000 to support their campaign against Spain.
- Philip of Spain was extremely angry!
- England and Spain were now **unofficially at war!**

Preparation for the Spanish Armada

Spain

- Phillip ignored his commanders advice that they should delay the launch of the armada.
- The leader of the armada, the Duke of Medina Sidonia, was unqualified, hated sailing and got very seasick. The Duke requested to be replaced, but Phillip ignored him.
- Spain had 30,000 men; 8000 sailors, 19000 troops, 3000 servants, 180 friars and priests.
- Spain had 64 battle ships and a large supply of food and drink.
- The Spanish planned to defeat the English in the English Channel, land in Margate in Kent, and travel up the Thames to London. English Catholics would help with the invasion.

England

- The English Navy was commanded by Lord Charles Howard, the Duke of Effingham
- They had 20,000 men, 200 ship; 54 battle ships, 140 merchant ship. The English ships were light and fast moving.
- England would be warned of an invasion by warning beacons being lit across he boats, and bells would be rung to warn people.
- The plan was for the land force to be split into three; one in the North of England, one in Kent and one in Tilsbury, Essex, to guard the coast of England



12 July 1588

The 130 ships of the Spanish Armada set sail from Corunna in Northern Spain under the command of the Duke of Medina Sidonia.

19 July 1588

The English saw the Armada sailing in a crescent formation off the coast of Plymouth.

July 1588

English ships chased the Spanish up the English Channel; there were several battles.

27th July 1588

The Spanish Armada anchored near Calais. The English navy sent 8 burning fireships, their masts coated in tar and guns primed to explode when the fire reached them, towards the Armada.

The Armada captains panicked and sailed away. The fire ships did not actually damage the Spanish ships.

28 July 1588

The English and Spanish ships engaged in a fierce battle near Gravelines. Spanish ships sailed close in an attempt to board

30th July 1588

The Armada tried to sail back to Spain by going north via the North Sea and around Scotland. The Spanish soldiers were left in the Netherlands

August 1588

Many Spanish ships were wrecked by storms along the west coast of Scotland and Ireland.

September 1588

Only about 65 of the 130 warships of the Spanish Armada returned to Spain.

The route of the Spanish Armada



Why did the Spanish Armada fail?

English Success:

- High confidence following Elizabeth's speech
- Use of fire ships to break up the armada
- Duke of Parma did not turn up on time
- English ships had long cannons
- English ships were smaller and faster

Spanish Weakness:

- Sailors became ill
- No accurate maps
- Lack of food and water
- Duke of Parma didn't turn up on time
- Spanish Commander inexperienced
- Confidence was low – ships outgunned.
- Cannons didn't work

Other:

- Wind blew the Spanish troops off course
- Spanish Crescent formation was difficult for the English to break, but they got there in the end!



Was the defeat of the Spanish Armada a success for Elizabeth?

Success

- Elizabeth remained Queen of England
- There were no further Catholic plots or rebellions
- There were great celebrations
- The country remained Protestant
- English Catholics had not supported Spain

Limitations

- There was still a risk of invasion, and Philip built a new armada of 100 ships and tried to do it again
- English sailors continued to attack Spanish treasure ships
- The English continued to support Dutch Protestants against Spain
- There was still a successful Spanish army in the Netherlands, not far from England



Key Words

Armada-
 Invasion –
 Convert –
 Inquisition –
 Spanish Main -

What was the Treaty of Nonsuch?

How did this cause a deterioration in the relationship between England and Spain?

Where were the English and Spanish competing for trade?

Why did the Spanish Armada fail?

For each reason below, explain why it caused the Armada to fail. Rate its importance in order to decide which was the , most important reason it failed.

Failed invasion

List four reasons why the Spanish planned to invade England.
 Draw a picture for each to help you remember

- 1.
- 2.
- 3.
- 4.

Tell the story...
 what happened?



Reason	Explanation	Importance
Weather		
Skills & Tactics		
Spanish Mistakes		
Other		61

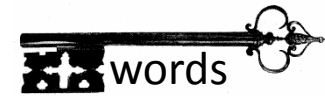
Key Qu- 7

Why did the Puritans become an increasing threat during Elizabeth's reign?

You need to know about:

- Puritanism
- Challenge to the Settlement
- Puritan opposition in Parliament and Privy Council
- Measures taken to deal with the Puritan challenge

See pages 62 - 67



Key Word	Meaning
abolish	Get rid of
controversy	argument
denounce	condemn
Marprelate	Series of leaflets attacking the Anglican Church & Bishops
Propheysings	Puritan prayer meetings
Puritan	Extreme Protestant opposing the Religious Settlement
Separatists	A group who broke away from the established Church
Tract	leaflet
Vestments	Specific clothing to be worn by the Clergy

Puritanism

What is Puritanism?

Puritans are very strict Protestants, who believed in a purer form of worship. They had to flee England during Mary Tudor's reign, and then returned when Elizabeth became Queen with very strong ideas.

They were highly critical of the Religious Settlement, saying it had too much Catholic in it.

People were suspicious of Puritans as they were seen as a threat to the Queen.

What did Puritans do?

Puritans didn't like; bowing when the name Jesus was said, kneeling to receive communion and celebration of saint's days.

On a Sunday they would; devote the whole day to religious study, study scriptures and read devotional books. Their clothing had to be plain and simple, mainly black and white.

In their every day life Puritans would; live a simple life based on scriptures, avoid visiting the theatre, gambling and swearing.

There were different types of Puritan; moderate Puritans accepted the Religious Settlement, but wanted further reform. Presbyterians wanted more reforms to the church and simpler services, as well as the abolition of bishops and churches to be run by elected people. Separatist wanted to break away completely from the English Church.



Puritan Challenge to the Religious Settlement

The Vestments Controversy 1566: The Archbishop of Canterbury wrote the 'Book of Advertisements' which said the priests should wear specific clothes, vestments, during the services. Many Puritan priests refused to do so, saying it was 'too Catholic'. Thomas Sampson was sacked because he refused to wear vestments. In London 37 Puritan priests were removed from their jobs for refusing to obey the rules.

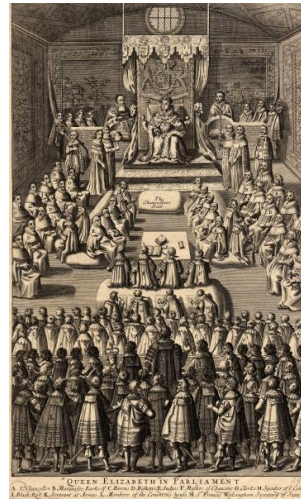
Thomas Cartwright 1570: Cambridge Professor Cartwright said in lectures that the church should follow a Presbyterian system, including; no archbishop or bishops and elected ministers instead. This would have weakened the power of the queen. Thomas Cartwright was sacked from his job and forced to leave England.

John Stubbs 1579: Stubbs was a Puritan who wrote a leaflet criticising the queen for considering a marriage to the Catholic brother of the King of France. Stubbs was arrested, put on trial, and sentenced to have his right hand cut off, then he was put in prison for 18 months.

The Marprelate Tracts 1588-89: A series of anonymous leaflets called the Marprelate Tracts attacked all the bishops. The content of the leaflets was violent, sarcastic and used offensive language – the complete opposite to how Puritans were supposed to behave. Some Protestants wrote anti-Puritan leaflets as a response.

Opposition to Elizabeth from Puritans in Parliament & The Privy Council	How did Elizabeth deal with Puritan opposition?
<p>Walter Strickland 1571: called for a new Book of Common Prayer, the banning of vestments, banning using a ring in marriage and kneeling whilst receiving communion.</p>	<p>Elizabeth closed down Parliament before his ideas could be discussed.</p>
<p>John Field and Thomas Wilcox 1572: said that the Presbyterian system of Church was the true one outlined in the Bible. Criticised the Prayer Book</p>	<p>Arrested and imprisoned for a year. Puritan printing presses were ordered to be destroyed.</p>
<p>1575 – 83 The Puritans organised prayer meetings, called ‘Prophesyings’ to spread their ideas. Edmund Grindal, the new Archbishop of Canterbury, was a Puritan and like these meetings.</p>	<p><i>Elizabeth ordered Grindal to ban the meetings. He refused. Elizabeth suspended him. When he died in 1583, she appointed John Whitgift as his successor. He banned the meetings and expelled 200 Puritan priests for disobeying the rules of the Church.</i></p>
<p>Peter Wentworth 1576, complained that MPs could not discuss issues they thought important in Parliament.</p>	<p>He was imprisoned in the tower of London for a year and Parliament from raising issue to do with religion without the Queen’s permission.</p>
<p>Peter Turner 1584: Wanted to copy John Calvin’s system which was similar to Presbyterian system of Church</p>	<p>His speech was denounced by Elizabeth’s adviser Christopher Hatton who hated Puritans</p>
<p>Anthony Cope 1586-7: Wanted to replace the Book of Common Prayer with the Calvin book of prayer. He also wanted to abolish Bishops.</p>	<p>Hatton attacked this idea. Cope was sent to the tower.</p>

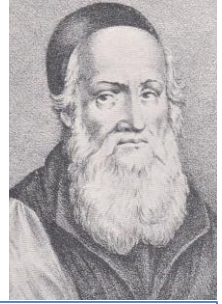
Measures taken to deal with the Puritan Challenge



How did Elizabeth deal with the Puritan threat.

PROBLEM 1: Archbishop Grindal and Prophecyings

- Puritan meetings called prophecyings were becoming more popular. The Government were worried that this could lead to more unrest and rebellion.
- Grindal supported the idea of these meetings
- He refused to follow the Queen's orders



Solution 1: Queen Elizabeth & her government reacted to this by:

- Putting Archbishop Grindal under house arrest
- Banned the 'prophecying' meetings
- Made John Whitgift Archbishop who introduced 'The Three Articles' which made the clergy swear acceptance of Bishops, the Book of Common Prayer and the 39 Articles.

PROBLEM 2: Separatists

- Puritans are forced into hiding because of Elizabeth's strict laws
- In the 1580s some Puritans led by Robert Browne form a group called The Separatist Movement. They 'Separate' from the established church and form a group called 'The Separatists'



Solution 2: Queen Elizabeth & her government reacted to this by:

- Robert Browne imprisoned, released and exiled
- The Act against Seditious Sectaries 1593 was passed. This meant that any Puritans believed to be Separatists could be executed and severely punish anyone refusing to attend the established Church of England.
- Separatist leaders Barrow and Greenwood were executed in 1593

Words

Puritan –
Prophesyings –
Marprelate Tracts -

What did Puritans believe?



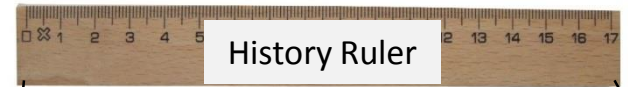
Who were these men, what role did they have, how did they challenge Elizabeth and how did she deal with them?

1. Archbishop Grindal
2. Sir Francis Walsingham
3. Thomas Wentworth
4. William Stubbs
5. Sir Anthony Cope

List three reasons why the Puritans were dissatisfied with Elizabeth's Religious Settlement

-
-
-

How much of a threat were the Puritans to Elizabeth?



No Threat



What do you think?
Where do you stand?

Serious Threat

The Puritans were not/were/as time went on became a more serious threat to Elizabeth

The Elizabethan Age 1558 – 1603. Exam technique help

Question 1 : What can be learnt from Sources A and B about in Elizabethan times? 12 lines) [4]

Marks available

Band descriptors and mark allocations

AO3(a) 4 marks		
BAND 2	Analyses and uses the content of both sources for the enquiry. If answer is imbalanced in use of sources award 3 marks.	3-4
BAND 1	Generalised answer with little analysis, paraphrasing or describing sources only.	1-2

Writing structure

1. Both sources give useful information about....
2. Source A shows...
Source B shows....

Choose **several** key facts from each source.

Try to **extend** the points you make e.g this implies that/suggests that...

3. You will only get top marks for a balanced answer

What can be learnt from Sources A and B about the English attack on the Armada at Calais?

Source A: An account describing English tactics including the use of fireships, written by Petruccio Ubaldini, an Italian living in England in 1588

The English with their excellent ships did not fight as expected but kept at a 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 late-sixteenth-century painting by a Dutch artist, showing the fireships attacking the Armada in Calais harbour

Example answer on next page

Example answers

Step 1: Opening statement which links to the question

The two sources provide useful information about the English attack on the Armada as it was anchored off Calais.

Step 2: Identify two or more facts from Source A

Source A comments that the English had kept their distance whilst the Armada has sailed through the English channel, firing their cannon at the Spanish fleet from a distance and avoiding direct fighting. When the Armada anchored off Calais the English sent in fireships which caused the Spanish to cut their anchor cables in an attempt to escape.

Step 3: Identify two or more facts from Source B

Source B shows the attack of the fireships in more detail. The artist has painted the fireships fully ablaze and drifting towards the Armada. The Spanish ships are anchored close together for protection but this now caused them a serious problem. The painting shows the English ships sailing towards the Armada immediately behind the fireships, ready to attack the Spanish ships as they attempt to break free.

The Elizabethan Age 1558 – 1603. Exam technique help

Question 2 : To what extent does this source accurately reflect the? (24 lines) [8]

Marks available

Band descriptors and mark allocations

AO1(b) 2 marks		AO3 (a+b) 6 marks			
		BAND 3	Analyses and evaluates the accuracy of the source, set within the context of the historical events studied. The strengths and limitations of the source material are fully addressed and a substantiated judgement is reached.	5-6	
BAND 2	Demonstrates detailed understanding of the key feature in the question.	2	BAND 2	Begins to analyse and evaluate the source. A judgement, with some support is reached, discussing the accuracy of the source material set within the historical context.	3-4
BAND 1	Demonstrates some understanding of the key feature in the question.	1	BAND 1	Very basic judgement reached about the source with little or no analysis or evaluation.	1-2

Writing structure

Skill	Sentence starters
1. Identify areas of the source which you believe are accurate (correct) because they match what you know about the topic	Source C is accurate because ...
2. Consider the origin of the source and discuss the strengths and limitations of the sources as a result. (who wrote it, when, why and what is it's intended purpose)	Source C is written by..... This makes Source C less accurate/more accurate because...
3. Make a reasoned judgement about the accuracy of the source content and authorship linked to the question asked	Overall....

To what extent does this source accurately reflect the threat the new theatres posed to maintaining law and order during Elizabethan times?

[In your answer you should refer to the strengths and limitations of the source and use your own knowledge and understanding of the historical context.]

Source E: A letter sent to the Privy Council written by the Lord Mayor of London in 1597 in which he complained about the problems caused by the rise in the number of theatres in the city

Theatres are places of vagrants, masterless men, thieves, horse-stealers, whoremongers, cheats, swindlers, traitors and other idle and dangerous persons to meet together to the great displeasure of Almighty God and the hurt and annoyance of the Majesty's people. We cannot prevent this for the theatres are outside the area of our control.

They maintain idleness in such persons as have no work, and draw apprentices and servants from their work, and all sorts of people from attending sermons and other religious services, causing great damage to the trade and religion of the realm.

In times of sickness many who have sores amuse themselves by hearing a play, whereby other are infected.

Example answer on next page

Example answers

Example

Step 1: Identifies and discusses the key points raised in the source

The source shows how the new theatres were seen as a considerable threat to the maintenance of law and order during the 1590s. The Lord Mayor identifies a number of specific problems. He says that the theatre attracts people from the poorest classes, especially those not respectful of law and order. He quotes examples of vagrants, thieves, swindlers and cheats, all of whom he believes can be the cause of lawlessness, especially when they mix with the large crowds which the theatre attracts. The Lord Mayor also makes the point that the theatre acts like a magnet, drawing people away from their work and from Sunday worship. Such large crowds, he believes, can be the cause of the spread of disease and illnesses.

Step 2: Use of own knowledge to provide historical context to test the accuracy of the source

The source highlights the chief concerns of the Lord Mayor, some of which are justified and can be confirmed by an examination of the historical context. The gathering of large crowds did attract a lawless element, who intended to use the event to engage in crimes such as pickpocketing, the stealing of horses and swindling the audience out of their money. It also confirms the contemporary belief that the coming together of such large crowds of people drawn from a wide area of the city of London helped to spread disease.

Step 3: Reaches a substantiated judgement upon the accuracy of the statement posed in the question

However, the Lord Mayor is writing from a particular standpoint and as the man responsible for maintaining law and order within the city of London he is bound to be concerned about the potential problems the gathering of such large crowds at the new theatres could have on civil unrest. As the theatres were built outside the city walls he had no control over them. He is obviously going to be biased in his view, painting a negative picture and possibly exaggerating the degree to which lawlessness was a problem. His mission is to win the support of the Privy Council to have such theatres closed down and he therefore may have exaggerated the threat posed. The Lord Mayor wanted to avoid such large gatherings and to stop the mixing of the classes. While some contemporaries do comment upon the increase in crime at such venues, the Lord Mayor seems to be exaggerating the depth of the problem.

The Elizabethan Age 1558 – 1603. Exam technique help

Question 3: Why was significant in?
(36 Lines) [12]

Marks available

Band descriptors and mark allocations

	AO1(a+b) 4 marks		AO2 8 marks	
BAND 4	Demonstrates very detailed knowledge and understanding of the key feature in the question.	4	Fully explains the significance of the identified issue. A fully reasoned and well supported judgement is reached, set within the relevant historical context.	7-8
BAND 3	Demonstrates detailed knowledge and understanding of the key feature in the question.	3	Explains the significance of the identified issue. The answer reaches a supported judgement, set within the historical context.	5-6
BAND 2	Demonstrates some knowledge and understanding of the key feature in the question.	2	Begins to explain the significance of the identified issue, culminating in a weakly supported judgement.	3-4
BAND 1	Demonstrates basic knowledge and understanding of the key feature in the question.	1	A basic, unsupported explanation is provided regarding significance.	1-2

Writing structure

Skill	Sentence starters
1. Explain one key reason why the issue was significant. Support with plenty of knowledgewas significant because...
2. Fully explain another key significance	It was also significant in that it....
3. Fully explain another significance of the issue	Likewise.....was significant in.....
4. You must make a well supported judgement about the significance of the key issue	In conclusion,

Why was the Puritan movement seen as a significant threat to the Religious Settlement of 1559?

Example answer on next page

Example answers

Step 1: Begin by placing the key issue into context, providing some background detail

The threat posed by the Puritans increased as Elizabeth's reign progressed. This was largely due to how the Puritan movement itself developed. Initially many Puritans hoped that the Religious Settlement of 1559 would be the start of a reform package that would ultimately wipe out the last traces of the Catholic faith from the new Elizabethan Church. Elizabeth, however, saw the Settlement as permanent and refused to allow any further changes. This caused some Puritan MPs to attempt reform through Parliament but their efforts were largely unsuccessful.

Step 2: Continue to develop the context, provide specific detail and make links to the key issue, attempting some judgement

While the main body of Puritans did not pose a threat to the Religious Settlement, the emergence of more radical branches within the Puritan movement did come to pose a more significant threat. Lack of progress with calls for reform helped the Presbyterian movement to develop, the key part of their belief being the abandonment of a church structure based upon archbishops and bishops. While this represented little real threat, more serious was the emergence in the 1570s of Prophesying meetings which alarmed the government. To deal with this threat Archbishop Whitgift introduced measures to enforce conformity amongst the clergy.

A more worrying challenge to the Religious Settlement came from developments within Puritanism during the 1580s which saw the emergence of the separatist movement. First established in Norwich in 1580 by Robert Browne, the movement wanted its members to break away and leave the Church to set up separate, voluntary gatherings, which would impose strict discipline.

Step 3: Conclude with a reasoned and well-supported judgement upon the key issue

The beliefs of the separatists posed a significant threat to Elizabeth as they undermined her position as supreme governor. The movement was supported through the publication of the Marprelate Tracts which bitterly attacked the organisation of the Church and its bishops. Elizabeth saw this as a serious challenge to the Religious Settlement and the government response was the passing of the Act Against Seditious Sectaries in 1593. This, together with the arrest of some of its leaders, killed off the separatist movement. Of all the branches of the Puritan faith this was by far the most radical, and the one which posed the greatest threat to the established order. However, the main branch of the Puritan Movement, while it continued to push for religious reform, posed little real threat and its members remained loyal and faithful to the Religious Settlement of 1559.

The Elizabethan Age 1558 – 1603. Exam technique help

Question 4: Explain the connections between **TWO** of the following that are to do with..... (30 Lines) [10]

Writing structure

Marks available

Band descriptors and mark allocations

AO1(a+b) 2 marks		AO2 8 marks			
		BAND 4	Fully explains the relevant connections between the chosen features, set within the correct historical context.	7-8	
		BAND 3	Explains the connections between the chosen features, set within the correct historical context.	5-6	
BAND 2	Demonstrates detailed knowledge and understanding of the key features in the question.	2	BAND 2	Begins to explain the connections between the chosen features.	3-4
BAND 1	Demonstrates some knowledge and understanding of the key features in the question.	1	BAND 1	A basic, unsupported explanation of connections between the chosen features.	1-2

Skill	Sentence starters
1. Write a sentence and mention the issue focus in the question	All the features mentioned were important in
2. Fully explain one way in which your two chosen factors are connected.is connected to.... because
3. Fully explain another way in which your two chosen factors are connected.	They are also connected due to....
4. Fully explain a third way in which your two chosen factors are connected.	A further link....
5. Write a supported conclusion about how the two issues are connected.	In conclusion, it is evident thatand... are clearly linked as....

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:

- changes in farming methods
- rural depopulation
- bad harvests
- rising population.

Example answer on next page

Example answers

Issues chosen: Changes in farming methods and rural depopulation.

Step 1: Select two factors and introduce them, pointing out a connection

The reign of Elizabeth witnessed a sharp rise in poverty. Historians have identified a large number of causes to help explain why this increase occurred and many of these causes are inter-related. The changes in farming methods was connected to rural depopulation because farmers now employed fewer labourers and as many labourers now found themselves unemployed they left the countryside and drifted to the towns in search of work.

Step 2: Use your knowledge to explain and develop the connections further

During the mid-sixteenth century farming practices went through a period of significant change. Farmers began to switch from growing crops which was very labour intensive to keeping sheep which was much less labour intensive. Such changes demanded the employment of fewer workers as it took fewer farm workers to tend a flock of sheep than it did to plough the land, sow and tend the crops, and harvest them. This meant that many tenant farm workers became unemployed and being unable to pay their rents they were forced to leave the area and migrate to the towns in search of alternative employment. Over time this resulted in large scale rural depopulation and increased poverty as many were unable to find a new job.

Step 3: aim to cover a number of points to demonstrate how one factor relates to the other factor

Other changes in farming methods such as the enclosure of common land contributed to rural depopulation. By taking away the rights to graze cattle and sheep on common land, tenant farmers and labourers lost an important part of their income and food supply. As they could not afford to rent pasture land they had little choice but to give up their animals. This reduced their income and in many instances it caused them to be unable to pay their rent. This made them homeless and poverty stricken. For many the only option was to migrate to the towns to search for a job and accommodation.

Step 4: Conclude with a final sentence demonstrating a clear connection

In many instances changes in farming methods were directly responsible for rural depopulation. As these individuals were unable to find work poverty levels increased, and this became a major issue during Elizabeth's reign.

The Elizabethan Age 1558 – 1603. Exam technique help

Question 5: How far do you agree with this interpretation of ?
(48 lines) [16+3]

Marks available

Band descriptors and mark allocations

AO1(b) 4 marks		AO4 (a-d) 12 marks		
BAND 4	Demonstrates very detailed understanding of the key feature in the question.	4	Fully analyses and evaluates how and why interpretations of this issue differ, demonstrating awareness of the wider historical debate over the issue. A well substantiated judgement about the accuracy of the interpretation is reached, set within the context of the historical events studied. The relevance of the authorship of the interpretation is discussed.	10-12
BAND 3	Demonstrates detailed understanding of the key feature in the question.	3	Analyses and evaluates how and why interpretations of this issue differ. Some understanding of the wider historical debate over the issue is displayed. A clear judgement is reached, displaying understanding of how and why interpretations of the issue may differ. Appropriate reference is made to the authorship.	7-9
BAND 2	Demonstrates some understanding of the key feature in the question.	2	Some analysis and evaluation of the interpretation and other interpretations is displayed. A judgement is reached with superficial reference made to authorship.	4-6
BAND 1	Demonstrates basic understanding of the key feature in the question.	1	Makes simple comments about the interpretation with little analysis or evaluation. Little or no judgement reached.	1-3

Writing structure

Skill	Sentence starters
1. Outline the interpretation	This interpretation gives the view that ...
2. Discuss the content using knowledge which supports the view given. Use quotes from the source and contextual knowledge.	It is true that.....
3. Discuss the authorship and the impact this has on whether you agree with what is said. Who has written the interpretation? Who are the intended audience? When was it produced? What is the nature of it?	The interpretation is written by....
4. Discuss other interpretations of the issue/events.	However, there are other interpretations and others might argue that.... This interpretation fails to acknowledge/consider, therefore....
5. Write a supported conclusion about how and why interpretations (views) on this issue may differ.	

Example answers

How far do you agree with this interpretation of the Catholic threat to Elizabeth? *(In your answer you should refer to how and why interpretations of this issue differ. Use your own knowledge and understanding of the wider historical debate over this issue to reach a well-supported judgement.)*

Marks for spelling, punctuation and the accurate use of grammar and specialist terms are allocated to this question.

Interpretation: Susan Doran, a university lecturer and specialist in Tudor history, writing in her book, *Elizabeth I and Religion*, published in 1994

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 [Mary Queen of Scots] 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 Catholics became recusants and refused to accept the Religious Settlement.

Example

Step 1: Outline the interpretation given in the source

The interpretation clearly states that the threat posed by English Catholics both to the country and to Elizabeth's position as queen was exaggerated. The author, Susan Doran, makes the point that the majority of the population were loyal to their queen and country and did not engage in activities that could be classed as treasonable. Most people accepted the Religious Settlement of 1559 and saw it as a workable compromise, a middle way with elements of the Catholic faith still being allowed to continue, such as the wearing of vestments and the marking of the sign of the cross during baptism. Few people were fined for recusancy and the vast majority accepted the Elizabethan Church without protest.

Step 2: Provide context – use your knowledge to expand and develop the content of the source

It is true that Elizabeth faced a number of Catholic plots designed to overthrow her and replace her with a Catholic monarch, Mary, Queen of Scots, which would be followed by the re-instatement of the Catholic faith as the official religion. However, in reality these plots were supported by only a small number of individuals and they were easily dealt with by Walsingham. In many respects the Catholic threat was exaggerated, especially by the likes of Walsingham who wanted evidence to enable him to act against the Catholics.

Cont'd on next page

Step 3: Authorship - develop the attribution to make a judgement upon the reliability and accuracy of the interpretation based upon what you know about the author

The author of the interpretation, Susan Doran, is a professional historian who lectures in history at a university. She is an expert in Tudor history and would have detailed knowledge of this period based upon many years of academic research. She is writing with the benefit of hindsight, and would have reached a judgement based on extensive evidence.

Step 4: Other interpretations - suggest other interpretations, commenting upon how and why they differ from the given interpretation

However, there are other interpretations of this issue. Extreme Protestants known as Puritans believed that the Religious Settlement had not gone far enough to eradicate Catholic practices and therefore saw any Catholic challenges as a serious threat. Their view has been taken up by historians with a Protestant leaning, some of whom have accepted the government propaganda saying that the threat posed by several Catholic plots such as the Ridolfi and Babington Plots posed a real and serious threat to Elizabeth and the country. They also emphasised the seriousness of the Northern Rebellion. Catholic historians may also offer an interpretation which differs from that put forward by Susan Doran. They may argue that a large percentage of the population was Catholic at heart and only accepted the 1559 Settlement because they feared the consequences of not doing so. They were hoping Elizabeth's reign would be short.

Step 5: Conclusion - provide a reasoned judgement upon the validity of the interpretation given, weighed up against other interpretations

The view of Susan Doran is that of a specialist historian who has written a very detailed study called *Elizabeth I and Religion* about one aspect of the queen's reign. However, the quotation is rather short and its content is generalised, lacking full context. Such a view would be challenged by historians writing from a different perspective, such as the viewpoint of extreme Protestants which might concentrate more upon particular issues such as the threat posed by Mary, Queen of Scots or a particular plot and not explore the attitudes of the population as a whole. Alternatively Catholic historians might argue that they posed no threat and that Walsingham and his secret service deliberately exaggerated the influence of Mary, Queen of Scots, in order to take action against them. Susan Doran's interpretation should therefore be viewed as part the wider historical debate which includes a range of differing viewpoints.